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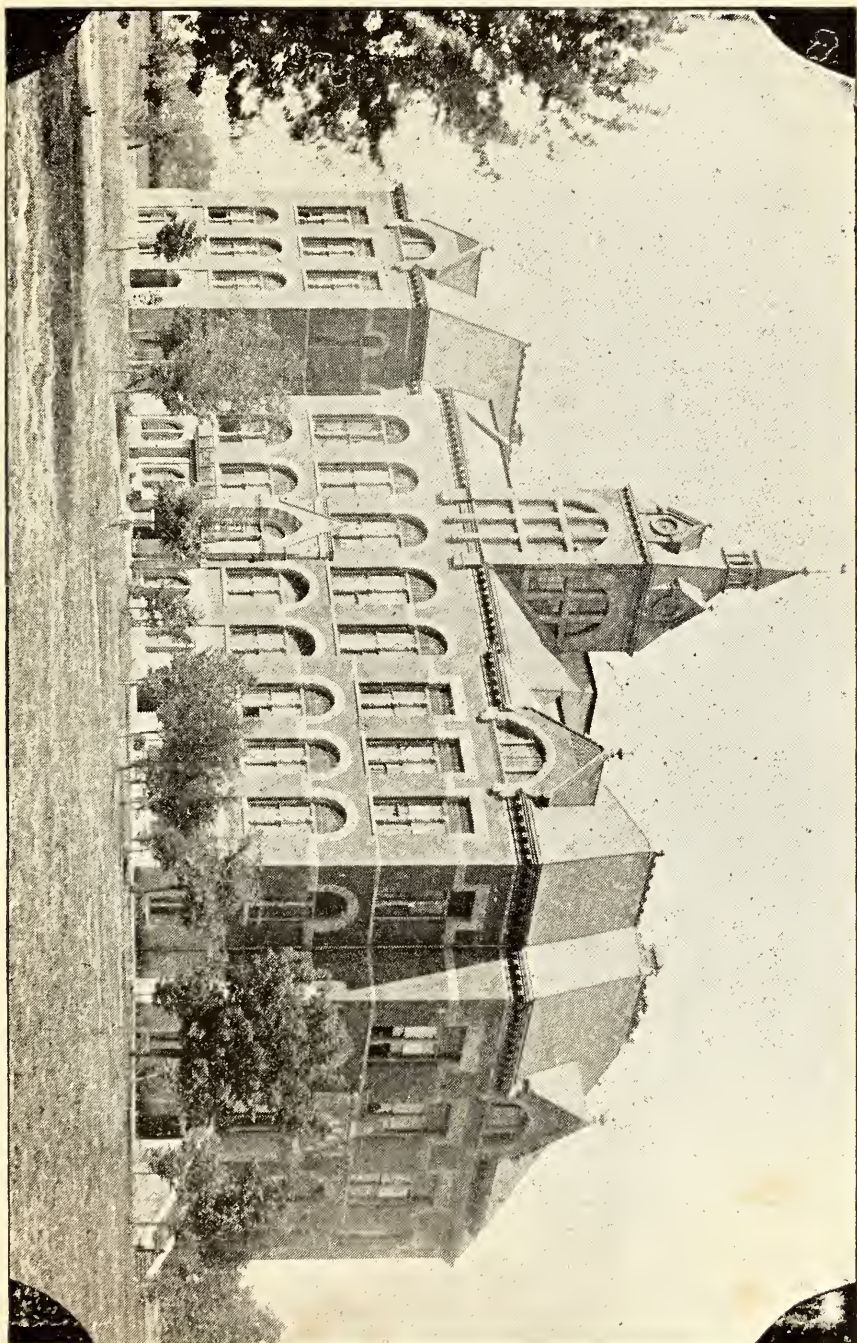






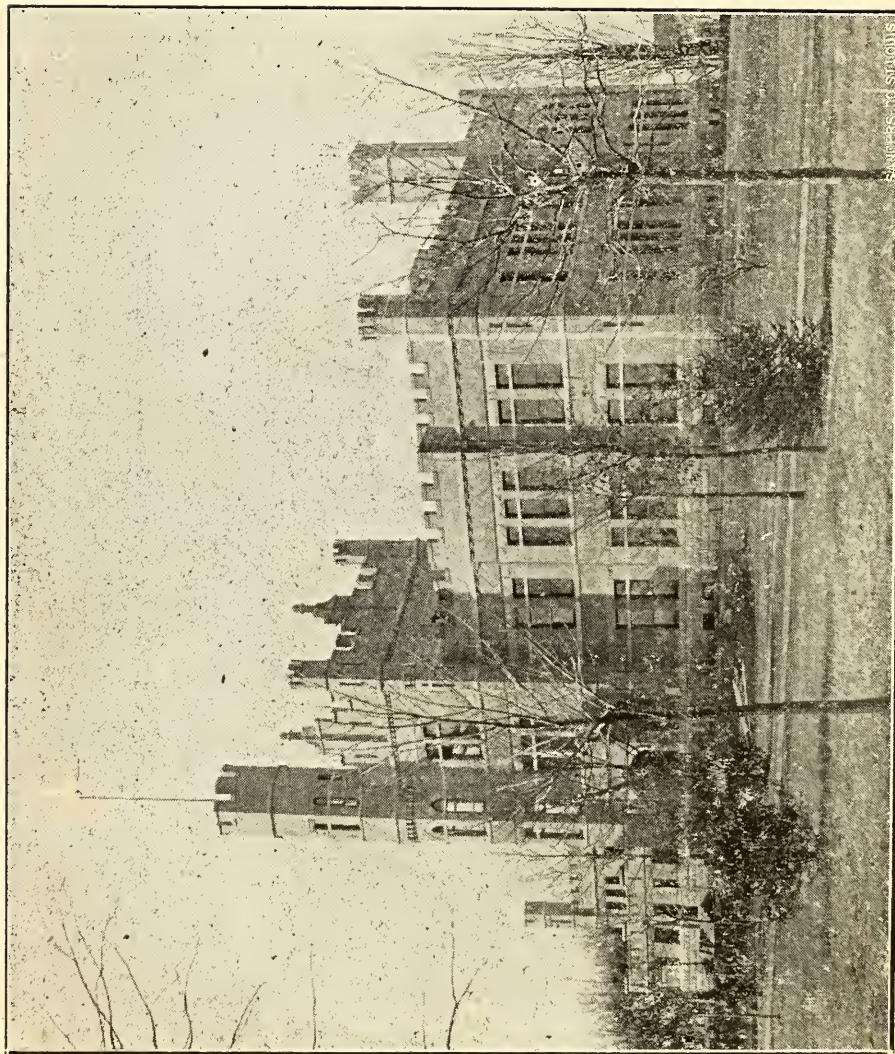
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TWENTY-THIRD ANNUAL CATALOGUE

OF THE

SOUTHERN ILLINOIS

State Normal University.

CARBONDALE.

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1896-97.

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Published by the University.

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CARBONDALE

1898



# FACULTY.

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1897	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	1898	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	1898	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
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● Opening day of term.

\* Closing day of term.

## HISTORY.

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**A**N ACT of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The cornerstone was laid on the 17th day of May, 1870. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a Normal Institute of four weeks was opened with fifty-three pupils attending.

On the 6th day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and, before 5 o'clock p. m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers, and citizens, the large library was saved, and most of the fur-

niture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1886, appropriated \$152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

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## AIMS.

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Educational institutions may be divided according to their aims into four classes:

*First*, the public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the State. *Second*, colleges and universities, whose object is the general and full development implied in complete manhood and in the best

preparation for professional life. *Third*, professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. *Fourth*, such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It serves as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the State by teaching in the public schools. If the State needs a great university which shall be a center of educational forces; if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the State. Man is more than all things else, and whatever contributes to his development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess two elements of success: a full development of mental power and a thorough mastery of the

sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there would be no good reason for our existence. Hence we aim, *First*, to insure a broad and thorough culture; and, *Second*, to make all the professional work very prominent.



## GENERAL INFORMATION.

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### Location, Etc.

Carbondale is a city of 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and assisted by all. The Illinois Central, and the Chicago & Texas, railroads afford ample facilities for convenient access.

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### University Calendar.

Fall Term begins Tuesday, September 14, and closes Thursday, December 23, 1897.

Winter Term begins Tuesday, January 4, and closes Thursday, March 24, 1898.

Spring Term begins Tuesday, March 29, and closes Thursday, June 16, 1898.

Length of Terms: Fall, 15 weeks; Winter, 12; and Spring, 12.

Closing Examinations for 1897, begin June 14; for 1898, June 13.

Commencement for 1897, June 17; for 1898, June 16.

## Terms of Admission.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must pledge themselves to teach in the public schools of the State for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

To be admitted to the *Normal department* proper of the University, students must have *completed* their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, an examination and appointment by a county superintendent, the result of an entrance examination, or the completion of our preparatory course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Preparatory department, but in no case for a longer period than two terms except on payment of tuition.

To be admitted to the *Preparatory department*, the applicant must have completed the work of the eight grades of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a county or township certificate to this effect, or an examination here. If under sixteen years of age, he will not be required to give a pledge to teach, nor will he receive free tuition.

The *Model school* receives children of suitable age and health who live with their parents, or are provided

with good home care. Tuition is free for the first three grades.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our courses of study, excepting all professional work. This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography, Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoology, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The *entrance examinations* in the common school branches will cover about the same ground and require about the same accuracy, as in county examinations.

Those who fulfill other conditions and have an average grade of 85 or more, may enter the Normal department; those who are graded 70 or above and, less than 85, may go into the preparatory classes; but those who fall below 70 will not be admitted, unless they are of suitable age for the Model school.

Applicants for admission should bring letters of recommendation as to moral character, and whatever certificates of examination, or diplomas, they may have.

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## Expenses.

### TUITION.

To those who sign the pledge to teach, tuition is

gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 per term of fifteen weeks, and \$2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows.

	Fall Term.	Winter Term.	Spring Term.
Normal Courses	\$9 00	\$6 00	\$6 00
Preparatory Course	6 00	4 00	4 00
Model School	4 00	3 00	3 00
The first, second, and third grades, free.			

#### BOARDING.

Board can be had in good families in Carbondale, at rates varying from \$3.00 to \$3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to \$2.25 per week. Two clubs are in successful operation. The whole expense can be as low as one hundred dollars per year.

#### BOOKS.

Books are sold at the book stores of the town at reasonable prices.

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### Physical Training.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Preparatory department must make one passing grade in physical training before they can enter the normal proper; and, in order to graduation in any of the Normal courses of study, three passing grades are required in addition to the preparatory work. No student

will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability. Physical training is a part of every course of study and is to be taken at the time set down in each course. If the student is irregular, he must, in this case as in others, bring up the back work first.

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### Spelling.

All preparatory students are required to enter the class in Spelling and remain in the class until their proficiency will justify their discharge. Any student of the Normal classes who shall misspell five words in any written work submitted to a professor will also be assigned to this class. The spelling is conducted by dictation, writing, and defining.

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### English Composition.

All first year Normal students are required to take English composition once a week through the school year. Physical training will be omitted on Friday of each week and English composition will take its place on that day.

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### Vocal Music.

A class in Vocal Music will be organized every term; and, in order to graduation, the student must make one passing grade in this class, unless he shall be excused by the President.

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### Diplomas.

Diplomas are granted to those who complete one of our Courses of Study.



## Discipline.

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline.

In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

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## Museum.

The museum is now to be found in the north east corner of the new building on the second floor in a room 50x60 feet, where are cabinets and natural history material for the use of the school.

The department of geology contains a collection of minerals representing the different geological ages or periods. Most of the specimens have one face polished, and these periods are fairly represented by fossils. There is a large series of typical minerals, besides the working set for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in Central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.



The vertebrates are represented by a large collection of mounted birds and mammals and a few reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens calculated to illustrate, mostly the arts of the original inhabitants of this country.

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### Apparatus.

The value of illustrative apparatus can scarcely be over-estimated. The institution has recognized this fact from the first. The General Assembly has from time to time made ample appropriations for this purpose. The new building, just completed, provides for a larger use of apparatus, more especially in the line of individual research. To supply this demand the legislature has again responded in a liberal manner, and by the opening of the fall term the laboratories will be fitted up with a full equipment of appliances for the best work in each department.

But the science instruction is not confined to the new building; in the model school most excellent teaching is done in this line, using, however, the material of the museum and laboratories for their work.

The equipment for teaching physics includes, among other pieces of value, electrical machines, electrical dynamo, air pumps with necessary accessory attachments, micro-

scopes, thermo-electric pile, a good selection of Crooke's and Geisler's tubes, electrical rotator, a large Ruhmkorff's induction coil, a McIntosh college stereopticon with vertical attachment and a large selection of scientific views, a heliostat, solar microscope, parabolic mirrors, wheatstone bridge, and resistance box.

The institution has an excellent chemical laboratory which is well supplied with water, gas, and Bunsen burners for heating purposes; six large, double working-tables for experimentation and analytical purposes, each supplied with a full set of reagents; a full set of chemical apparatus for all experimental work.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The University has recently purchased an excellent telescope from the factory of the noted firm of Clark & Sons, Boston. The instrument has a five inch object glass, and eye pieces, varying in powers from 50 to 360. This instrument is used frequently in observing the moon, sun-spots, the planets and their satellites, nebulae, etc.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which, added to the former supply of maps, makes the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case

of historical relics, souvenirs of travel and last year by the purchase of many historic views.

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### Library and Works of References.

The University has a complete set of books of reference,—cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the study hall, or in the several recitation rooms, so that the students may consult them at any time.

The library proper occupies a spacious room: it is well furnished, and is open all of each school day and from nine to twelve on Saturdays. The Library contains now over 1400 volumes, and includes a professional library for teachers.

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### Literary Societies.

There are three literary societies. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. They represent the energy of students, and show their devotion to the practical preparation for the public duties of life.

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### Christian Associations.

The Young Men's Christian Association and the Young Women's Christian Association have each a large and well conducted society, which meets weekly; their committees look after strangers coming to the school, and students who may be sick while attending school.

## DEPARTMENTS and COURSES of STUDY.

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There are three departments: the Normal, the Preparatory, and the Model School.

### The Normal Department.

is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through the course shall not be a novice in his calling when he enters the school-room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a speciality. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remem-

bering, and the philosophic manner of imparting knowledge and securing discipline.

The *training work* is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law and practical ethics; (2) attendance of practical teacher upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the *Model School*, under the constant supervision of the training teachers of the Normal School.

In this department three courses of study are offered, as follows:

1. *The English Course.* The student who is sixteen years of age and has obtained a certificate as a teacher in the public schools, or is graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English Language and Literature, an extended course of mathematics, and all the professional work—methods of teaching in all branches, psychology, pedagogy, and practice teaching under the training teacher; this course is fully given on another page.

2. *The English-Latin or German Course* is a four years' course and is the same as the English course with the addition of four years of Latin or German, geology, astronomy, logic, political economy, and ethics.

3 *The Professional Course.* This course enables the college graduate, or any one equally well qualified, to take



all the professional work in one year. This gives an opportunity to review the common school branches, if needful, and includes psychology, pedagogy, practice teaching, drawing, and method work in all the common school branches.

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### The Preparatory Department.

This course is for those who have completed the eight grades in the Model School or in the common schools, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work.

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### The Model School

consists of from seventy-five to a hundred children who are divided into eight grades corresponding to the grades in the public schools. These are in charge of training teachers, and of the superintendent of the practice work. The Model School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a model school in the best sense, for the development of model teachers.



## COURSES OF STUDY

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### English Course.

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#### FIRST YEAR.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
Hour. Study.	Hour. Study.	Hour. Study.
1 Penmanship.	1 A Arithmetic.	1 A Geography.
2 B Arithmetic.	2 B Grammar.	2 B Drawing.
3 B Geography.	3 C Drawing.	3 A Reading.
4 B Reading.	4 B History.	4 Physiology.
5 E Pedagogy.	5 D Pedagogy.	5 C Pedagogy.
6-7 Phys. Training.	6-7 Phys. Training.	6-7 Phys. Training.

#### SECOND YEAR.

1 A Grammar.	1 A History.	1 Phonics.
2 C Algebra.	2 Practice.	2 A Algebra.
3 English Authors.	3 B Algebra.	3 Practice.
4 Practice.	4 A Drawing.	4 School Law.
6 and 7 Chemistry.	6 and 7 Zoology.	6 and 7 Botany.

#### THIRD YEAR.

1 Rhetoric.	2 C Geometry.	2 Elocution.
2 Psychology.	3 A Physics.	3 B Geometry.
4 General History.	4 English Analysis.	5 English His. and
5 Physical Geog.	5 English His. and	Am. Literature
3 B Physics.	Am. Literature.	6 Civics.
	7 B Pedagogy.	7 A Pedagogy.

## Latin or German Course.

### FIRST YEAR.

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
Hour. Study.	Hour. Study.	Hour. Study.
1 C Drawing.	1 A Arithmetic.	1 A Geography.
2 B Arithmetic.	1 B Grammar.	2 B Drawing or
3 B Geography.	3 Penmanship or	German.
4 B Reading.	German.	3 A Reading.
5 Latin or German	4 B History.	4 Physiology.
6 or 7 Physical Train-	5 B Draw. or Latin	5 Latin.
ing.	6 or 7 Phys. Train.	6 or 7 Phys. Train.

### SECOND YEAR.

1 A Grammar.	1 A History.	2 A Algebra.
2 C Algebra.	2 Latin or German	3 Latin or German
3 Latin or German	3 B Algebra.	4 School Law.
5 E Pedagogy.	5 D Pedagogy.	5 C Pedagogy.
6 and 7 Chemistry	6 and 7 Zoology.	6 and 7 Botany.

### THIRD YEAR.

1 Rhetoric.	1 Elocution.	1 Practice.
2 Practice or Ger.	2 C Geometry.	3 B Geometry.
3 B Physics.	3 A Physics.	4 German.
4 General History	4 Practice or Ger.	5 Amer. Literature and Eng.
6 Practice or Latin	6 Practice or Latin	History.
7 Music.	5 Amer. Literature and Eng. History.	6 Latin

### FOURTH YEAR.

2 Psychology.	1 Geology.	1 A Drawing.
3 A Geometry.	2 Political Econ'y	3 Ethics.
4 Latin.	4 English Analysis	4 Astronomy.
5 Physical Geog.	6 Logic.	6 Civics.
7 Eng. Literature.	7 B Pedagogy.	7 A Pedagogy.

Bookkeeping and Vocal Music every term: one grade in each required in order to graduation. English Composition once a week during the first year; this note applies to both foregoing courses.

## Professional Course.

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<i>Fall Term.</i>		<i>Winter Term.</i>		<i>Spring Term.</i>	
Hour.	Study.	Hour.	Study.	Hour.	Study.
1	A Grammar.	1	A Arithmetic.	1	A Geography.
2	Psychology.	3	Practice.	3	A Reading.
3	C Pedagogy.	4	A Drawing.	4	School Law.
4	Practice.	5	D Pedagogy.	6	Practice.
6	A History.	7	B Pedagogy.	7	A Pedagogy.

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## Practice Teachers.

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Table showing the hour and subject in which the practice teachers from the various courses are expected to do their work;

<i>Fall Term.</i>		<i>Winter Term.</i>		<i>Spring Term.</i>	
Hour.	Study.	Hour.	Study.	Hour.	Study.
1	English.	1	Eng. & German.	1	Latin.
2	Latin.	2	English.	2	German.
3	English.	3	Professional.	3	English.
4	Profess'al&Eng.	4	Latin.	4	Latin.
6	German.	6	Eng. & German	6	Professional.

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## Preparatory Course.

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<i>Fall Term.</i>		<i>Winter Term.</i>		<i>Spring Term.</i>	
Hour.	Study.	Hour.	Study.	Hour.	Study.
1	C Geography.	1	D Grammar.	1	Botany.
2	C History.	2	C Reading.	2	C History.
3	C Penmanship.	4	C Arithmetic.	3	C Grammar.
4	D Arithmetic.	6	Eng. Compos'n	4	C Reading.
7	Phys. Training	Spelling.		6	Element'y Alg
	Spelling.				Spelling.

# PROGRAMME OF RECITATIONS—FALL TERM

1		A Gram	A Phys*	C Geog	C Draw	Arith	B Hist*	A Arith*	Book K	K Latin	Rhetoric
2	Psychol			A Geog*		Hist	C Hist	B Arith	C Alg	C Germ	
3		B Phys	B Gram*	B Geog	B Draw	Draw		A Geom	Penman	H Latin	Eug. Auth
4						Physiol	G'l Hist	D Arith	Penman	B Latin	B Read
5				Phys. Geog						K Latin	E Ped
6		Chem			Gram		A Hist*		Phys. Tr.	E Latin	
7					Music						Eng. Lit.

## WINTER TERM

1	Geology	D Gram	A Phys*	A Geog*		Arith	A Hist	A Arith	Penman	J Latin	Elocut'n
2	Pol. Eco.	B Gram				Hist		C Geom		G Latin	C Read
3	A Phys			B Geog*	C Draw	Draw		B Alg	Penman		H Germ
4		Eng. Als			A Draw*	Zool	B Hist	C Arith	Book K*		B Read*
5					B Draw		B Eng. Hist			J Latin	B Am. Lit
6	Logic		A Zool			Gram			Phys. Tr.	D Latin	Eng. Comp
7						Music					Phys. Tr. B Ped

## SPRING TERM

1		A Gram*	B Bot*	A Geog	A Draw	Read		A Arith*	Penman		Phon. & W.A. Elocut'n
2	B Phys*			B Geog*		Hist	C Hist*	A Alg			G Germ
3	Ethics	C Gram	B Zool.*	C Geog*	C Draw*	Draw		B Geom	Penman	F Latin	D Germ
4	Astr'mv	B Gram*	A Phys.*			Physics	B Hist*	C Alg*	Book K*	J Latin	A Germ
5							A Eng. Hist.			J Latin	A Am. Lit
6			A Bot		B Draw	Gram		Civics	Ele. Alg	Phys. Tr.	C Latin
7						Music					Phys. Tr. A Ped

## SYLLABUS OF WORK.

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### Psychology and Political Economy.

H. W. EVEREST.

*Psychology.* This class is assigned to the fall term of fifteen weeks, and the class will be occupied with Schuyler's Empirical and Rational Psychology. Students generally should not enter this class till they have reached the Senior year. The study of applied psychology is mainly given over to the classes in pedagogy; it is the purpose, in this class, to conduct a broader and more thorough study of psychology as a science. The teacher should not be content with a few disconnected topics; he should study the whole subject. Here, if anywhere, "a little learning is a dangerous thing."

*Logic.* This science is a subordinate part of psychology, but a part worthy of special development. Of course, all studies give exercise in practical logic, but all of them would be helped by a systematic study of the art of correct reasoning. Logic suffers disparagement just as grammar does; we can talk without grammar, and so we can reason without a knowledge of logical principles. If the teacher is to train mind in the art of reasoning, he must know something about this science.

This study will occupy the second term of the Senior class, and Jevon's Lessons in Logic will be the text-book.

*Ethics.* This study will be taken up during the third



term of the Senior year. Instruction will be given in the form of lectures. This branch properly follows psychology, and if moral law is higher than any other law, then this science is of a highest rank. The teacher is, of necessity, a teacher of morals; and he is poorly qualified to take charge of a school and answer the many questions that will come up, unless he has paid a good deal of attention to the principles of this science.

*Political Economy.* This study is assigned to the Second term of the Senior year. The text-book will be Elements of Political Economy by J. Lawrence Laughlin. No one who is training American youth for citizenship, and who would guard them from the poison of social heresy, should be without a knowledge of this subject.

The library of the University is well supplied with books on all these subjects, giving the means for outside reading and original investigation.

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## Department of Physical Science.

D. B. PARKINSON.

PHYSICS.—*Avery.*

The enlarged facilities promised in the syllabus of one year ago have been realized. The General Assembly has without doubt made the needed appropriation for an ample equipment of the laboratory. When this is done the inductive method will be followed more closely than heretofore.

Two terms are given to this science in either of the Normal courses, the seventh and the eighth.

In addition to this regular work an extra class is organized for those who have studied the subject before, but desire to prepare for the teacher's examination and become familiar with the manipulation of apparatus.

Almost from the first the institution has possessed an excellent supply of illustrative apparatus, and has made valuable use of it in class work in exhibiting physical phenomena, developing principles, and determining the laws peculiar to physical science. To this will be added a complete equipment for more strictly individual laboratory work. It is fully expected that these increased facilities will be ready for use by the opening of the fall term.

#### CHEMISTRY—*Remsen*.

The new building furnishes the same improved conditions for the work in chemistry as named for the work in physics. The work is introduced by a goodly number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is then dwelt upon. This is followed by the study of a number of elements which are the constituents of some of the more common substances such as the air, water, &c. giving special emphasis to their physical and chemical properties, their occurrence, preparation, tests, &c.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

By this time the student is prepared to appreciate the

study of the elements by groups, such as the chlorine group, the sulphur group, the carbon group, and others in the most favorable order.

The latter part of the term is given to a short course in organic chemistry and to qualitative analysis.

Students in this branch are allowed two consecutive hours per day for fifteen weeks; the first to a recitation upon the text assigned and the second to strictly laboratory work, using Remsen's Manual for a guide.

#### GEOLOGY—*LeConte*.

The study of Geology is presented as follows: first, dynamical; second structural; third, historical.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work the state "Geological Reports" are freely used.

Because of the relation which the elementary study of geology bears to the work in the grades of the public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

#### MINERALOGY.—*Foye*.

Although the time is given to the study is very short in view of the importance of the subject, it has been thought wise to afford the student an opportunity to become famil-

iar with the processes of Determinative Mineralogy. This is wholly laboratory work. To aid in this the student has access to complete scales of hardness, fusibility, fracture, and cleavage. About three weeks of the term are devoted to this subject.

ASTRONOMY.—*Young.*

But one term is given to this science. On account of the limitation of time the study is confined largely to descriptive astronomy; enough of the mathematical part is introduced to explain the methods of calculation, peculiar to the subject such as determining dimensions, distances, velocities of orbital movements, &c.

The excellent telescope belonging to the institution is frequently employed in giving the students a view of the object they are studying; more particularly of the sun and sun spots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

It is claimed that there is no subject in the entire range of the course of study that presents as favorable conditions for strengthening the imagination, and developing at least a partial conception of the magnitude and grandeur of the universe.

In teaching the branches named in this department special stress is given to the creation of the true scientific spirit, engendering an intense desire to know, and a correct method of inquiry and research.

## Department of Mathematics.

SAMUEL E. HARWOOD, Professor.

SAMUEL B. WHITTINGTON, Associate.

The work of this department is to accomplish three general purposes :

1. To give a mastery of the process and forms of expression in the several subjects.
2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.
3. To show the value of each subject in its relation to practical or business life.

To accomplish these purposes, four divisions of mathematical science are used: Arithmetic, algebra, geometry, and trigonometry and surveying.

### ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

*Class D.*—This class will use White's Arithmetic, and study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and decimal.
4. Compound numbers.
5. Metric System
6. Ratio and proportion.

*Class C* —This class will continue the work of the pre-



ceding, using these :

1. Percentage and its applications.

Profit and loss.

Stocks and bonds; premium and discount.

Commission and brokerage.

Insurance.

Revenue and taxes.

Interest: Simple, annual, and compound.

Partial payments, discounts.

Simple exchange.

Equation of payments.

2. Partnership.

3. Roots.

4. Mensuration.

*Class B. (First Term.)*—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the *why* will be required.

Questions of mind activity and consequent pedagogy will be incidental.

*Class A. (Second Term.)*—This Term is given entirely to method work in number and form, and the history of arithmetic.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation of plans for special lessons, and the actual experiment with these plans in the training school are the phases of work attempted.

ALGEBRA.—*Wentworth's Elements.*

*Class C. (Fourth Term)*—To Simultaneous equations.

Outside illustrative and test work.

History of algebra. Its pedagogy.

*Class B. (Fifth Term.)*—To logarithms.

As above, in other phases.

*Class A. (Sixth Term)*—Finish, Other work as above.

GEOMETRY.—*Wentworth.*

*Class C. (Eighth Term.)*—To Book III.

History and pedagogy.

*Class B. (Ninth Term.)*—Finish plane geometry.

*Class A. (Tenth Term.)*—Solid geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

One term will be taught in the preparatory course. The work will cover algebraic notation, fundamental processes, the equation and the application of axioms. Familiarity with these elementary forms will be the aim.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

HIGHER MATHEMATICS.

Classes in higher mathematics will be formed as demanded.

The department has a handsome transit and other surveyor's instruments.

Analytical geometry and calculus can be had, if a sufficient number desire them.

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## Latin and German.

C. E. ALLEN.

### LATIN COURSE.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for the work of teaching the language in the high schools of the State, or for entrance to the college and university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others.

Ten terms of Latin are required of all pupils completing the English-Latin course and an additional term is offered to those who are preparing to teach Latin or desire further drill in the subject.

The *Roman* method of pronunciation is used.

*First Term* (K) "First Latin Book" Collar and Daniell.

About forty lessons are completed during this term.

*Second Term* (J) The "First Latin book" is completed and a thorough review in Etymology and Syntax is given.

*Third Term* (I) Eutropius. Breviarium. Harkness' Grammar.

In addition to the reading of the text and constant use of the grammar, daily exercises in prose composition based on the text are given.

*Fourth Term* (H) Cæsar's Gallic War. Practical Latin Composition. Collar. Prose composition based on the Text.

*Fifth Term* (G) Cæsar's Gallic War through book IV. Prose composition.

*Sixth Term* (F) Ovid. Greenough and Kittredge. Selections from the Metamorphoses; Scanning and mythology.

*Seventh Term* (E) Vergil; Æneid; Greenough and Kittredge. First three books with drill in scanning; Greek and Roman mythology.

*Eighth Term* (D) Vergil; Æneid.

#### BOOKS IV, V, and VI

*Ninth Term* (C) Cicero. Allen and Greenough. First three orations against Catiline with prose composition based on the text.

*Tenth Term* (B) Cicero. The fourth against Catiline, the orations for the Manilian Law and the poet Archias.

*Eleventh Term* (A) Reading of some more advanced text; Review of grammar. Discussion of text books and methods of teaching.

*Greek*—Greek is not required in any course, but classes will be formed as heretofore whenever there is a sufficient call for them.

## Course in German.

The English-German course has nine terms of German. Pupils who have had no previous training in this language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

Collar's Eysenbach's graded German Lessons is the text book for the first two years of this course.

Supplementary reading is taken up from Super's Elementary German Reader and from Baumbach's "Im Zwielicht" I, during the first year.

Composition work is resorted to frequently, thus enabling the pupil to make use of the acquired vocabulary. Light poetry is committed to memory.

During the second year the scope of the work is considerably enlarged. Freytag's "Die Journalisten" "Novellen Bibliothek" II. and Harris' German Composition are used, and with the pupil's advanced knowledge of grammar and words, the compositions become more difficult. Part of the lessons are wholly conducted in German.

The third year the pupil studies literature, especially the great masters. Klemm's Literaturgeschichte serves as a good guide, but the best writings of Lessing, Schiller, Goethe, Heine, Rueckert, etc. will be read and studied.

It is intended that this course shall fit the students for entering the best universities of this country. Graduates



will also be enabled to teach the language in preparatory or high schools.

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## Pedagogy and School Law.

JAMES KIRK.

(E) The work of this term pertains to the organization and management of schools, and is discussed under the following heads :

Necessity for the public schools ; the functions of the school ; what the school ought to accomplish.

*The Teacher.*—The teacher's qualifications ; necessary preparation for his work ; means of advancement in his profession ; his relation to school officers ; his relation to patrons and the community.

*The School.*—The school house and grounds ; furniture and apparatus. Preparation for beginning the term ; temporary and permanent organization ; program ; rules and discipline ; school records.

*The Recitation.*—Objects of the recitation ; ends to be attained ; preparation by the teacher ; preparation by the pupil ; method of conducting recitations.

(D)—Elementary psychology, and School management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government ; will training, school incentives ; punishment ; right conduct.

(C)—Consideration of general hygiene and physical

exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(A) and (B).—History and philosophy of Education.

The work of these terms is based on "Philosophy of Education," by Rosenkranz, and follows the outline suggested by the author.

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical questions, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

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### Practice Teaching.

Three terms of practice in teaching are required, usually, of all who complete the course of study. This teaching is done under the supervision of experienced training teachers. Each pupil teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticism and advice is given daily.

Teachers' meetings are held weekly, at which the work

of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school, each pupil teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

Practice teaching will be required at the time designated by the superintendent of the training school, but this time will correspond, usually to the time assigned to this work in the course.

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## Department of History.

ARISTA BURTON.

AMERICAN HISTORY.—*Montgomery.*

The Normal course of study requires two terms of American History. The B work includes discoveries, colonial development, the Revolutionary War, the formation of the national constitution and down to the beginning of the Civil War.

The A division extends from the beginning of the Civil War to the present time; method work will be considered in the A class. Current topics one day each week.

GENERAL HISTORY.—*Myers.*

One term is given to this study. The first half of the term is given to Grecian History and its connection with Persian and Egyptian History. The remaining half is de-

voted to Roman History, and the progress of civilization down to modern times.

ENGLISH HISTORY.—*Montgomery.*

Two terms are devoted to English History. The first term covers the period as far as to the house of Stuart; the second term completes the book. The object of two terms is to give ample time for collateral reading in the library. A thorough knowledge of English History is necessary to a complete course in American History.

PREPARATORY HISTORY.—*Thomas.*

One term. This work is designed to fit pupils for the Normal course. It requires narration, biography, and map-drawing. In this department students are encouraged, by the assignment of special topics, to read a good deal in the library. The main object of history teaching is to make good citizens, not historians.

American History both A and B, comes every term. Preparatory History two terms, spring and fall.

General History, fall term.

English History, winter and spring terms.

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Grammar.

MARTHA BUCK.

Two terms in the Normal department have grammar as one of the required branches.

Before entering these classes pupils pass an examination equivalent to that for a second grade certificate.

The aim is two fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of forms, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them.

The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, a term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logi-



cally, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.

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## Department of English Literature, Rhetoric and Elocution.

H. W. SHRYOCK.

READING.—*New Franklin Fifth Reader.*

(C)—This is purely practice reading in connection with the principles and elements of speech.

Orthœpy, articulation, syllabication, and accent will receive due attention.

Definition work: Oral elements, how produced; organs of speech, how used: classification of the oral elements.

Biography: This will be thoroughly studied.

(B)—Elements of speech, with phonic spelling, orthography, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath, management of the body; classes of ideas; organs and breathing, voice and speech, voice building, cultivation of voice and manner of utterance; physical culture combined with vocal culture.

(A)—Methods of teaching beginners; alphabetic, phonic, and word methods considered; faults in teaching beginners pointed out; apparatus to be used in class teaching; qualifications of a good teacher; study of the adaptation of folk stories to the needs of the child; methods of teaching advanced pupils discussed; thought analysis, classifica-

tion; pronunciation; diacritical work considered; special attention given to biography of authors, and elements of English literature.

Books used: Scudder's Folk Stories, Robinson Crusoe, Rime of the Ancient Mariner, Webster's Bunker Hill Address, Bailey's Essentials of Reading.

PHONICS, ORTHOGRAPHY, AND WORD ANALYSIS.

*Phonics.* First half of the term. Sounds of the vowel and consonantal elements; the rules for particular sounds, together with exceptions.

Use DeGarmo's "Dictionary Work," and Webster's Inter-National Dictionary.

*Word Analysis*, last half of the term.

RHETORIC.—*Genung*.

The general plan of the work is based upon a recognition of the fact that the higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. The student's efforts are largely directed to the acquisition of a clean, straightforward English; to this end we use Genung's Outlines of Rhetoric. In order, however, that the pupil may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by a study of a number of masterpieces of English prose style. In this supplementary work, Genung's Handbook of Rhetorical Analysis is used.

ENGLISH LITERATURE.—*Painter, Hawthorne, and Lemon*.

One term is devoted to the study of American literature: recitations of text, and readings by teacher and stu-

dents from Byrant, Longfellow, Whittier, Holmes, Irving, Emerson, Hawthorne, and others. The different epochs of American political history are studied in regard to their influence upon the formation of literature.

The term's work is supplemented by criticisms in style, and an essay on American literature.

Two terms are given to the study of English literature; recitation of text, and readings by teacher and students from Chaucer, Spenser, Shakespeare, Milton, Bacon, Dryden, Goldsmith, Johnson, Dickens, and others. English history is studied in connection with English literature, so far as the different epochs of political history influence the literature.

The work during these terms is supplemented by essays on authors and their works, book-reviews of Shakespeare's plays, and criticisms in style.

In addition to the course outlined above, two weeks' time will be given to special study in each of the following: Science of English verse, Fiction, the English Essayists (Macaulay, De Quincy, Carlyle), Merchant of Venice, Paradise Lost, Marble Faun.

#### ELOCUTION.—*Hamill*.

Review of the elements of speech, with vocal culture expression considered; agencies of delivery, voice, and action; forms of voice; attributes of voice—quality, force, stress, pitch, time, etc.; exercise in breathing; organs of breathing, voice, and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude, and facial expression; sources of power in delivery; style of orators; methods of instruction.

## Department of Biology and Physiology.

G. H. FRENCH.

Professor and Curator of Museum.

*Preparatory Botany.*—Gray's School and Field Book, Revised Lessons.

As arranged now our course of study provides for one term of botany in the spring term of the Preparatory Course. The work in this class will be the text book to Cryptogams, page 155. No keeping of a plant record book or making of an herbarium will be required, but instead of this observation work will be asked of the pupils and the usual plant analysis. So much of the plant analysis will be done in the class as will enable the pupils to trace ordinary plants through the keys. This work will be sufficient for a first grade certificate.

*B Botany.*—Campbell's Structural and Systematic Botany.

In our present course of study the programme of recitation provides for two consecutive hours' work in botany in the spring term. The first of these two hours is to be given to the text book, and this is the B Botany. The second of the two hours is devoted to the laboratory work, and this constitutes the A Botany. The text book begins with the Cryptogams, a considerable portion of the book being given to this interesting but difficult part of plants. As each group is taken up the pupil will make a study of one or more plants in that group. To do this he will use microscope or such other apparatus as is necessary, and will make drawings and notes of the plant studied. Suita-

ble books of reference will be at hand so that the pupil may identify his specimens, as knowing what is studied will form an essential part of the work.

#### A BOTANY.

No text book will be required in this, but Dodge's Elements of Biology will be used as a laboratory manual, to be furnished by the school. Each pupil will furnish for his own use a set of Boyer's Laboratory Blanks, consisting of a block of drawing paper, a block of ruled paper for notes and a set of covers for holding the drawings and notes after they are made. This work will be wholly laboratory work, and is calculated to give the pupil some knowledge of the methods of study and investigation now in use in the best schools of the country.

The drawings and notes made in the study of the subjects given in the text book, and forming part of the recitation work of the B Botany, will be supplementary to the work with the Laboratory Manual. So much of histology will be put into this work as will enable the pupil to make dry, glycerine and balsam mounts, and the preparation of specimens for sectioning and staining.

All drawings and notes are to be made in the class as the work is done, and are to be left in the drawers assigned to the pupil at the close of the recitation hour.

#### B ZOOLOGY.—*Holder.*

A Course similar to the one pursued in Botany will be in use here. As far as possible the animals representing each group will be studied as illustrative of the group. In the lower groups notes and drawings will be made of such



as can be found, in other cases the museum will be freely used for illustration.

#### A ZOOLOGY.

The second hour of the two consecutive hours devoted to recitation in Zoology in the winter term is given to this part of the study or animal biology. The same book is used for a laboratory manual as in A Botany and the Boyer blanks are used for notes and drawings. After studying several forms of one-celled animals and the study of a few one-celled plants to give the pupil a comprehensive idea of the cell, the many celled animals are studied in their respective branches.

As in Botany, some histology will be introduced into this term's work. It is expected to make the pupil sufficiently familiar with histological methods that he can readily make his own permanent mounts for illustrative work in either zoology or physiology, as well as to preserve for future study microscopic plants or animals when he finds them.

All notes and drawings are to be made in the class as the work is done, the same as in A Botany.

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### Geography.

INEZ ISABEL GREEN.

GEOGRAPHY.—*Frye.*

In the Normal course of study two terms are required in geography. In addition to this, one term is given to preparatory work for such pupils as are not able to enter the normal proper.

*First Term (B).*—The topics under consideration in this term are those embraced under the head of mathematical geography; such as circles of situation, zones, latitude, longitude, movements of the earth, and effects of these, etc.; the relations and influences of the sun upon the earth; climate, distribution of heat and moisture, wind, ocean currents, etc.; continents, in respect to their physical features. A concept of the earth, with all the factors of structural geography, organically arranged, being the basis of political geography, this constitutes the fourth step. Most of the work in this division is spent on the western hemisphere.

*Second Term (A).*—The work of this term is somewhat similar to work in first term, except that special study is given to the countries of the eastern hemisphere. The latter part of the term is more especially devoted to discussion of methods of teaching geography. Attention in both divisions given to map drawing and map molding.

PHYSICAL GEOGRAPHY.—*Appleton's.*

The various phases of nature, as exhibited on the earth, in the air, or in the water, and their simple or complex relations to one another, are considered from the standpoint of physical geography. The relations of this globe to other heavenly bodies, its shape, its motions, the manner in which light and heat are received from the sun; the effects produced by the disposition of land and water, by relief, by climate, and by abundance of rainfall, upon the distribution of animals and plants, or the results of this distribution upon the welfare of the human race, etc.

The topics under consideration are as follows: The

celestial sphere; constellations; definition and explanations. General survey of the Solar system; the physical and chemical constitution of the sun. The moon, its dimensions; orbit; rotation; phases; physical conditions, eclipses. The tides. The motions of the earth; changes in its orbit; measurements of the surface, size and shape of the earth; mass of the earth; determination of latitude and longitude; atmospheric and oceanic movements. Terrestrial magnetism; cosmogony; secular cooling of the earth; secular changes of climate; geographical biology, etc. This study will come in the Fall term—fifteen weeks.

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## Drawing.

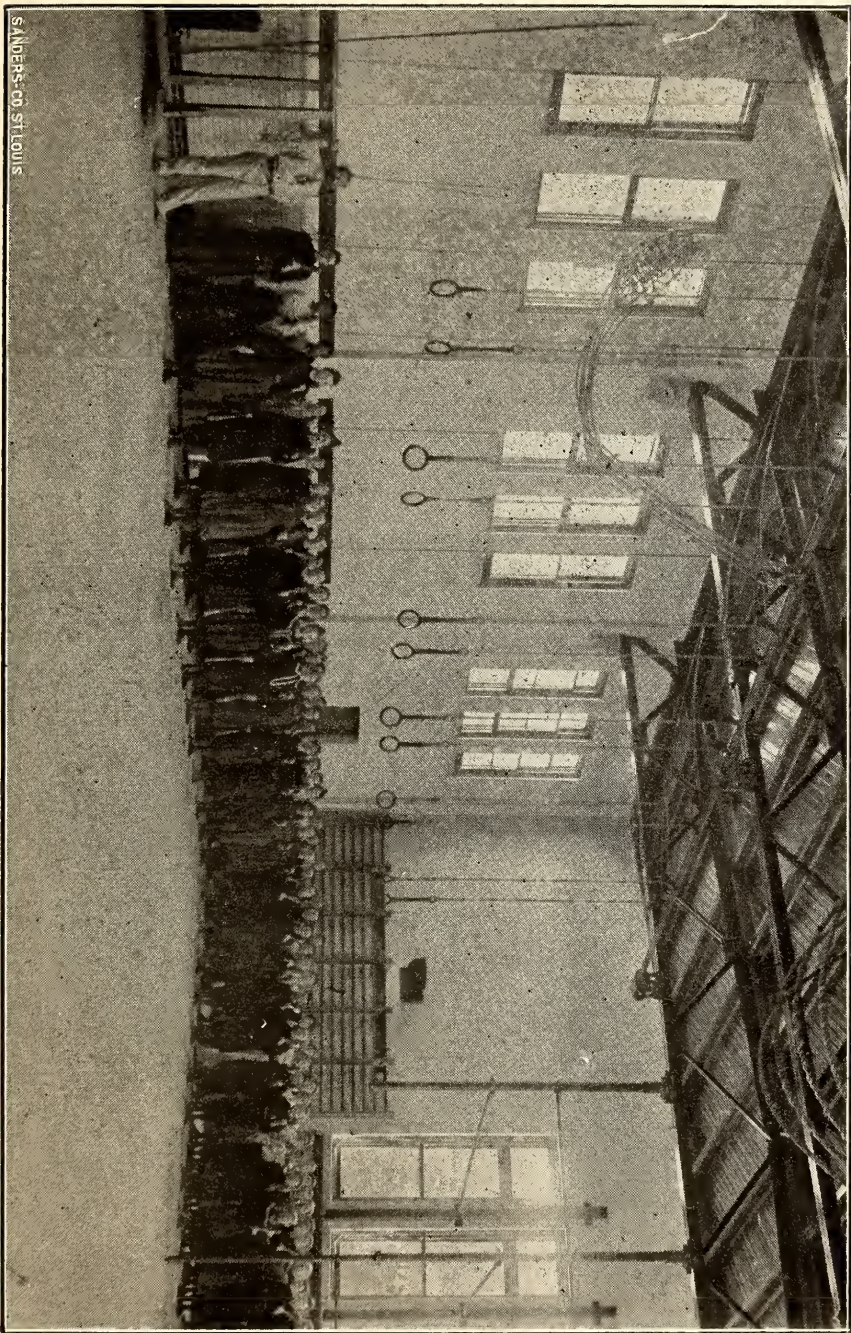
MATILDA F. SALTER.

TEXT-BOOK.—*Prang's Books of Art Education.*

*Drawing.*(C)—Shorter course, Introductory Book and Books IV-V.

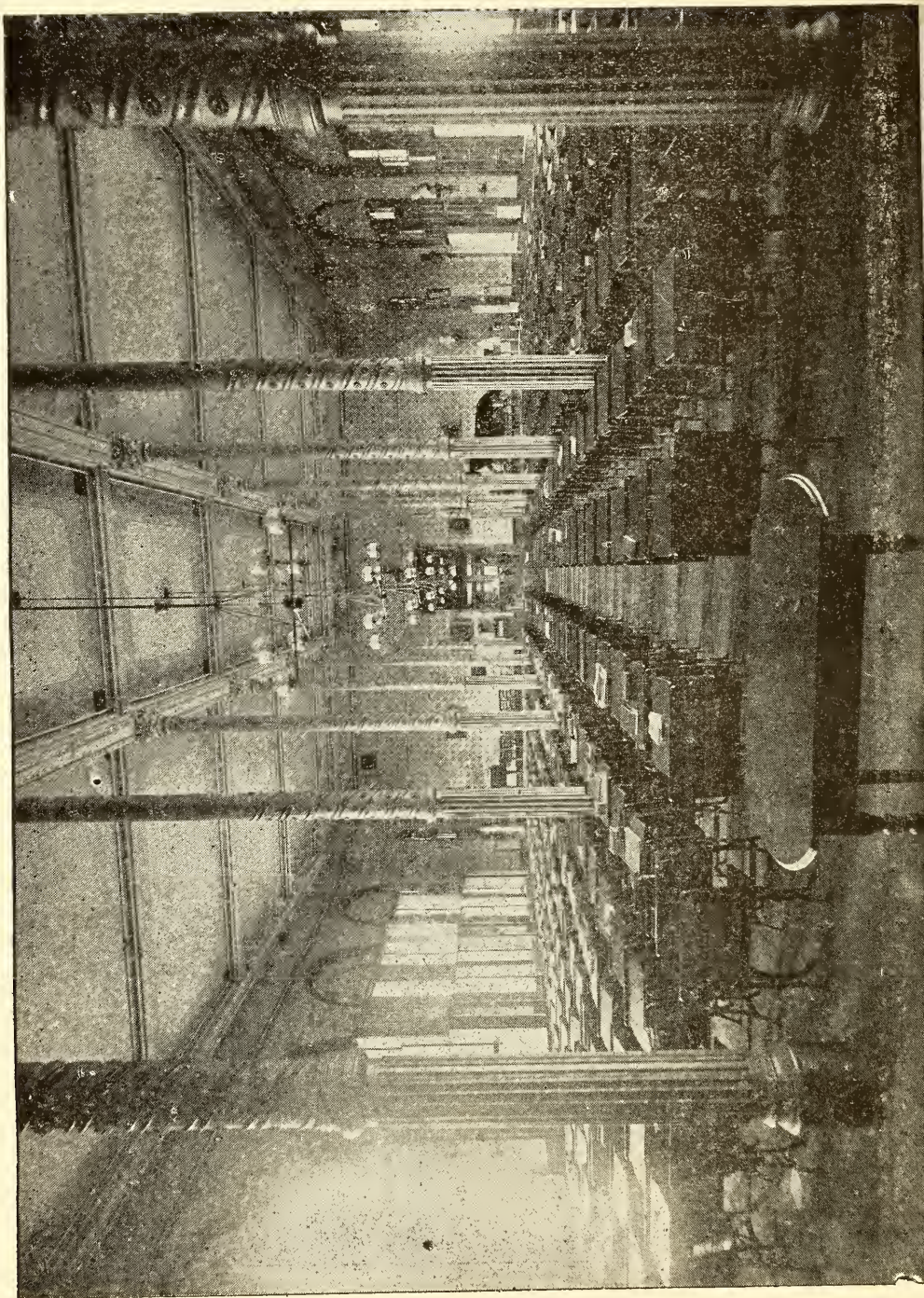
The first term's work is entirely freehand, and enables the pupil to make working drawings from blocks and from objects, showing one and two views; gives him a clear idea of drawing simple objects, cylindrical and rectangular in form, and of the arrangement of groups showing two and three objects; helps him to understand the modification of geometric units and their combination in design, also the drawing of leaves from nature, their conventionalization and application in design. Drawings are made on the blackboard, from dictation. Afterward the pupil is required to make these drawings in his book, and also to write dictation exercises.





SANDERS-CO. ST. LOUIS







The study of color is taken up and the pupils are taught to distinguish the different colors and paint simple forms from nature.

Work in clay is also given and the type forms and similar objects are modeled.

*Drawing (B).*—Complete course, Books VII-X. Geometrical problems are introduced, and the construction work is made largely instrumental.

The subject of historic ornament is studied during this term. The characteristics of the different styles are taught, and illustrations of the different forms shown.

*Drawing (A).*—Work in light and shade; drawings made first from blocks and objects, and then from casts. Considerable attention is paid to blackboard work, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard in the school-room with ease and rapidity.

Four weeks' time is devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

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## Department of Physical Training.

SAMUEL B. WHITTINGTON.

MARY CALDWELL.

THE AIM OF THE WORK.

The attention which physical training is now receiving in this country makes instruction in this branch necessary

in the training of teachers. Educational gymnastics takes precedence of athletics and sports. Pupils of the Normal school become acquainted with a method and system of culture which they can employ in the performance of their duties as teachers of the young. This system of gymnastics is wisely devised, and does not ask too much of any one capable of sustaining the physical demands of the profession of teaching, while at the same time those entering these classes derive great benefit in building up their own physical forces. Most young men and women coming to this school are greatly in need of this physical improvement. Many teachers have utterly failed in their professional work from a lack of physical strength, or, rather because they have not been taught to care judiciously through bodily exercise, for their health and strength. With proper training pupils should leave school in a better physical condition than when entering.

They should take with them not only a store of knowledge and enthusiasm for the profession, but also be physically able to carry out the work for which they have prepared themselves. They should carry with them into every town and neighborhood not only the noble thoughts of modern education, but they should also incite the youth in their schools to a healthful physical activity. This school is fully alive to the peremptory demand which modern educators are making for physical training. It has provided two teachers for this branch of instruction, and is now equipping in the most elaborate manner the gymnasium, so that all may be benefited by a most thorough training, and in their turn may be able to make similar provision for the

schools they may have in charge.

We once more draw special attention to the fact that only educational gymnastics for the *common-schools* is taught; such exercises as girls from six to sixteen are capable of executing. Hence, almost without an exception, those who enter the normal department are capable of taking the exercises.

#### COURSE OF STUDY.

The course of study consists of practical and theoretical work; the first term will be given to practical work in the gymnasium; during the second term, instruction in hygiene, physiology of exercise, school sanitation, and history of gymnastics will be given in addition to the practical work of the gymnasium. In the third term, ample opportunity will be given for the students to instruct classes of the normal department and children of the model school. Only those who have finished three terms in a satisfactory manner will be granted a passing grade.

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### Penmanship and Bookkeeping.

MARY CALDWELL.

#### PENMANSHIP.

Our aim is to form a hand-writing plain and legible, which shall be written quickly and with ease. To accomplish this, the muscular movement alone is taught, and daily practice upon movement exercises required.

Each letter is studied separately, and particular attention is paid to the manner of connecting one with an-

other.

Drill in writing upon the blackboard is a special feature ; loose paper is used for practice, and individual copies are set. Methods of teaching children to write are discussed in class, and definite instruction given.

#### BOOKKEEPING.

In the English Course, pupils receive instruction in the forms of business papers in common use, and in single entry.

In the English-Latin or German course, pupils, in addition to the above, do work in double-entry, and give particular attention to shipments. In the working up of sets, the students use the day-book, journal, cash-book, and ledger. Neatness and accuracy in work are insisted upon.

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#### Civics.

S. B. WHITTINGTON.

Fiske's text book on Civil Government is used. Particular attention is given to the development of the idea of government as the needs of man have evolved it, "not simply describing our political institutions in their present shape, but pointing out their origin, indicating some of the processes through which they have acquired their present shape, and thus keeping before the student's mind the fact that government is perpetually undergoing modifications in adapting itself to new conditions."

Our own State and local governments are given special attention ; the working and practical application of particu-

lar enactments are studied more closely in our school laws and decisions.

It is now more generally recognized that the study of the principles of political science is a necessary part of a liberal education. But in a government like our own, where the people govern themselves, is it not true that it is a necessary part of a common school education, since so small a portion of our population receives a liberal education?

In no country can the necessity for a knowledge of the make-up and workings of government be more firmly pressed than in our own, "for here not only do high and low alike elect their own law-makers and rulers," but they also establish their own constitutions and determine even the fundamental principles upon which they shall be governed. We need no stronger reasons.

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### Vocal Music.

GEO. W. SMITH.

Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, and give instructions in the elements of the reading of music, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling art.

The system used is the NORMAL MUSIC COURSE. Charts are used for class instruction, but each student in this study must be provided with a music reader. This study, more than any other, is to be mastered by following the common saying, "Learn to do by doing."

One term of vocal music is required in order to graduation in any Normal course.



Model School.

This department consists of eight grades corresponding to the eight grades of the average public school.

In these grades the students of the Normal department do the teaching. This teaching is done under the immediate supervision of the training teachers, namely:

JAMES KIRK, Superintendent.

GEORGE W. SMITH, Training Teacher, seventh and eighth grades.

THEDA GILDEMEISTER, Training Teacher, first six grades.

IRENE FERGUSON, Teacher for first six grades.

COURSE OF STUDY.

[illegible]

## Tuition.

First three grades, free.

All other grades, fall term, \$4; winter and spring terms, \$3 each.

## Syllabus of Work.

In the primary school the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is included in all, and all in each.

Picture making with pencil and water colors is encouraged throughout all the grades. This is used as a means to express thought. Water-colors have been found to be especially useful in science work.

### READING.

*First Year.*—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then take up a First Reader. Supplementary work frequently introduced.

*Second Year.*—An advanced First Reader. Harper's Second Reader. Todd & Powell's. Supplementary work.

*Third Year.*—Harper's Third Reader. Todd & Powell's Third. Supplementary work from various sources.

*Fourth Year.*—Harper's Fourth Reader. Poems. Literature stories.

*Fifth and Sixth Years.*—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the

best books. The books used in these grades are Hiawatha Ruskin's King of the Golden River, Irving's Sleepy Hollow, Lowell's Al Fresco, King Midas, and others of like grade.

*Seventh Year.*—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the language work, the children are frequently required to reproduce in whole or in part, a written account of what has been read.

*Eighth Year.*—The general aims and the plans for carrying them out, in the reading of the seventh year, are followed in the eighth year. The work partakes more of the nature of literary work than in the previous year. More use is made of the pupil's knowledge of geography, history, and grammatical structure than in the seventh grade.

#### LANGUAGE AND LITERATURE.

*First Year.*—Language is a training that should result in correct and fluent use of English. The first steps toward this end are teaching correct sentence forms and correcting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations): and as they retell stories told them. Stories told the first year are: The Old Woman and her Pig, The Three Bears, The Anxious Leaf, Thanks-

giving Story, Christmas Poem, The Animal Band, Life of George Washington, Life of Abraham Lincoln, Jack and the Bean Stalk, Cinderella.

Poems suitable for the first year are: Five Little Rabbits. Pretty Little Cloud, The Secret, Pretty Cow, Days of Week, May.

*Second Year.*—The work of the second year is similar to that of the first, except that the children are required to do more written work. Æsop's Fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing, but before the children are asked to write, the *forms* of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

The literature of this year consists of the oral analysis of several poems *recited* by the teacher to the children. Some part of the poem must be remembered and given back to the teacher. Before the end of the year the children are asked to reproduce some of these poems in writing from memory. It is expected that both poems and stories will be held in memory for repetition. Some of the poems used are: January, The Rain and the Flowers, Five Little Chickens, November's Party, and Sweet Buttercup. Stories suitable for the second year are: Dick Whittington and his Cat, Biography of Benjamin Franklin, Æsop's Fables (selected), Sleeping Beauty, The Bird with no Name, and The Hare and the Tortoise.

*Third Year.*—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of

the second. The facts for conversations and essays are drawn from observation (field-work), books, and talks with friends. To cultivate system in writing, the essays are developed from suggested outlines. Very crude results are accepted at first, if the work is the child's own and his best. The dictation exercises are taken usually from the easier of Æsop's Fables. They are used as form studies.

The written part of the science lessons is done as language; the oral finds place in any recitation to which the facts are applicable.

The literature of the year is taught by means of the following.

The Village Blacksmith, selections from Alice Carey's poems, and Greek hero stories.

*Fourth Year.*—Similar work to that of the third, using Reed's Elementary Language Lessons as a text-book, but supplementing the language work with literature work as before. Robinson Crusoe we find easily adaptable to this purpose.

*Fifth Year.*—Buck's "Elements of English Grammar" is used as a text-book. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's Age of Fable, Hawthorne's Tanglewood Tales, and other similar sources; (2) the analysis of poems. This is done under the direction of the teacher while *speaking* the stanzas of the poems, one by one. The graphic mental picture made while reciting concentrates the thought so that the words are readily recalled. Afterwards the poems are written from memory.



*Sixth Year.*—In the “6th grade” the use of Buck’s grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade.

*Seventh Year.*—The language work is studied under the following heads: The sentence, kinds; margin, paragraph, punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms, paraphrasing, and essay writing on familiar subjects arranged in logical order.

#### GRAMMAR—*Buck*.

*Eighth Year.*—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements.

All those principles of grammar that effect the use of our language, are thoroughly studied, and much practice in correct use is required. This includes the structure of simple and complex sentences and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

#### WRITING.

*First Year.*—At first the children are given drill in free arm movements by a series of graded exercises; these are followed by mere copying of words learned in the reading

and other lessons, while practice upon letters is added as soon as the class is prepared for such work.

*Second Year.*—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

*Third Year.*—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement.

*Fourth Year.*—Continuation of the work of the third year. Write names of persons and places learned in other studies; as, language, reading, geography, etc.

*Fifth Year.*—Review the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

*Sixth Year.*—Analysis of letters and principles. Special attention given to copying correct forms of bill-heads, notes, receipts, etc.

*Seventh Year.*—The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social and business life.

To attain this, there is daily practice upon movement exercises many of which are combinations of the letters.

#### DRAWING.

*First Year.*—Study of form and color. Type forms used are sphere, cube, cylinder, hemisphere, square prism,

right-angled triangular prism, and the tablets derived from them; the circle, square, oblong, semi-circle, and triangle. These types with the forms based upon them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium of color. The six colors: yellow, red, blue, green, orange and violet, are taught and simple forms, as the apple and orange, flowers, and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all his studies and is taught with this in view.

*Second Year.*—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangle.

*Third, Fourth, Fifth, and Sixth Years.*—The work of these grades consists of the first six books of Prang's Complete Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done, and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

*Eighth Year.*—Prang's Complete Course, Nos. 7, 8, and 9.

Drawing is studied under three heads:

*Construction.*—Drawings made from objects, showing two and three views, also sectional views. Instrumental work—problems applied in working drawings.

*Representation.*—Drawings from objects. Arrangement of groups, work freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

*Decoratïon.*—Drawings of leaves and flowers from nature—arrangement of design.

#### GEOGRAPHY.

*First, Second, and Third Years.*—During the *first two years* many facts taught in language, drawing, and number constitute the basis of the formal study of geography, which is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location(place), and position; lines, measures.

In the *third year* the formal study of geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and, after

much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state are taken up and drawn in regular order. Frye's Brooks and Brook Basins is the foundation for the work in the latter half of the year.

*Fourth Year.*—Frye's Primary Geography is the text used, while books of travel and science are placed in the hands of the children.

*Fifth Year.*—Butler's Elementary Geography and King's Geographical Reader (Second Book) are used as the basis for work in this grade.

*Seventh Year.*—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is required, and also some supplementary reading from cyclopedias, magazines, etc.

#### HISTORY.

*Sixth Year.*—In the sixth year a primary history of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained and the acquisition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are read.



Biographies of noted Americans, such as Washington, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department. The text books used are Eggleston's "First Book in American History," Fiske's "War for Independence" (abridged), and Scudder's "Life of Washington."

*Eighth Year.*—The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go farther in school life than the eighth grade. To these should be given a general understanding of the machinery of government.

#### ARITHMETIC.

*First Year.*—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6

9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: (Addition, Subtraction, Multiplication, Division,) and symbols (figures). Words expressing number, as team, pair, couple, etc.

*Second Year.*—Work of first year continued to 36: tables of 2's and 3's completed, and other tables formed as far as 36. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing, and reading all numbers to 1,000. Roman notation to 50.

*Third Year.*—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts.

*Fourth Year.*—Fundamental idea of multiplication and division. Drill upon reading and writing of *all* numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

*Fifth Year.*—A text book outlines the daily work, covering, during the year, factors, H. C. F., L. C. M., and fractions.

*Sixth Year.*—Review fractions, using same text book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible, begin the subject of percentage.

*Seventh Year.*—*White's New Complete Arithmetic.*—

Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations; that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing the integral operations.

The winter term's work begins with decimal fractions.

The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. Mensuration of surfaces and solids the system of land surveys by which Illinois was surveyed and a general review, occupy the spring term.

*Eighth Year.*—Same text-book as previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the *problems* of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

## SPELLING.

About the fifth week of school, phonic work is begun with the first grade and carried through the year. Ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with the various lessons.

## SCIENCE.

Fifteen minutes daily are devoted to general science work in the four lower grades. The subjects chosen are in connection with the literature, reading, or geography lessons; and every sort of science is included.

The following are a few subjects treated the past year :

*First Grade:* Cow, eagle, horse, all domestic fowls, tea, coffee, tobacco, corn, leaves, and leaf-buds.

*Second Grade:* Clover, dew, cow, horse, candles, and soap.

*Third Grade:* Coal, corn, wheat, trees, flowers, and leaves.

*Fourth Grade:* Sponges, coral, pearls, and diamonds.

Besides this general science the second grade is given a very elementary knowledge of the human body, with hygiene as the principal motive.

The third grade is given elementary work in botany, the main object being to teach the uses of the different parts of a plant (root, stem, leaf, flower, fruit). The uses as food, medicine, shelter, clothing, and for manufacturing purposes are also taught.

The fourth grade takes up elementary zoology in the same way. The object is to teach the use of insects, worms, birds and so forth, with the view of preventing unnecessary cruelty to these inferior animals.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during each of the three terms of the year, as indicated in the course of study.

*Seventh Grade: Botany. Gray's How Plants Grow.* Spring Term.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

*Eighth Grade: Physiology. Stowell's A Healthy Body.* The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc., nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book to give a better basis for the study of the organs of the body.

*Zoology.—Tenney's Natural History of Animals.*—At first a general idea of the animal kingdom; then mam-



mals, birds, and other classes of vertebrates more in detail; articulata, including insects, crustaceans, and worms.

The object is not so much to have the class go through the book as to acquire habits of observation. The classes study animals daily, using the text-book as a guide and the museum for specimens. The pupil's skill in drawing is utilized.

*Physics.*—*Shaw's Experiments.* One term is spent in the study of a few phenomena which may be illustrated by simple experiments. The pupils observe the experiments and then write out and give in class explanations of (1) apparatus, (2) manipulation, (3) manifestation, (4) conclusions.

#### PHYSICAL TRAINING.

A quarter of an hour is given each day to physical training.

#### MUSIC.

A short time each day is given to general instruction in music.

#### OPENING EXERCISES.

The opening exercises consist of the Lord's prayer, recited or sung, and general talk upon morality, honor, and nobility. These talks are based upon the conduct of the children (either good or bad) noticed each day.

#### LIBRARY.

The children's library consists of about three hundred volumes of general reading and reference, and about two hundred books in different sets, for supplementary reading.

Books are taken from the library on Friday and kept

two weeks, if desired so long. Reports from the reading are received in any of the recitations in which the facts learned apply.

The librarian watches the development of the children's taste for reading, not forcing to any line of reading, but directing to the best by suggestions and inducements. The books that children read when their taste for literature is forming, constitute one of the chief factors in character building.

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## LIBRARY.

MINNIE J. FRYAR, LIBRARIAN.

The University has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the study hall, or in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library proper occupies a spacious room on the ground floor of the new building and contains at present 13,380 volumes, including a professional library for teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access.

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## Classification and Catalogue.

The books are classified and arranged on the shelves according to Dewey's decimal system. Each book has a class number ranging somewhere between 0 and 999.

Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography, and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

A card catalogue of authors, titles, and subjects of the books is now complete, and ready for the use of readers. The subject cards index not only the subject-matter of each book as a whole, but also important chapters and parts of books, thus making much that the library contains more useful, because more accessible.

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### Rules and Regulations.

The library is opened all of each school day, and from 9 to 12 a. m. on Saturday.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close unless excused.

The library is not used as a study room, Normal Hall being a more desirable place for that purpose, unless one needs to consult books found in the library, in preparing for recitations.

Books for general reading may be taken out for one week, and then renewed, provided there is no special de-

mand for them. There are a few volumes, however, that are so constantly used as helps for class work, that they may be kept out for one night only.

Cyclopedias and general reference books, magazines, and other periodicals are not taken by students from the library.

All books taken out must first be charged at the librarian's desk.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book, on the inside of the front cover.

Students are expected to exercise proper care in keeping as quiet as possible in the library at all times, at intermissions as well as during school hours, that the best opportunity may be afforded for reading and study.

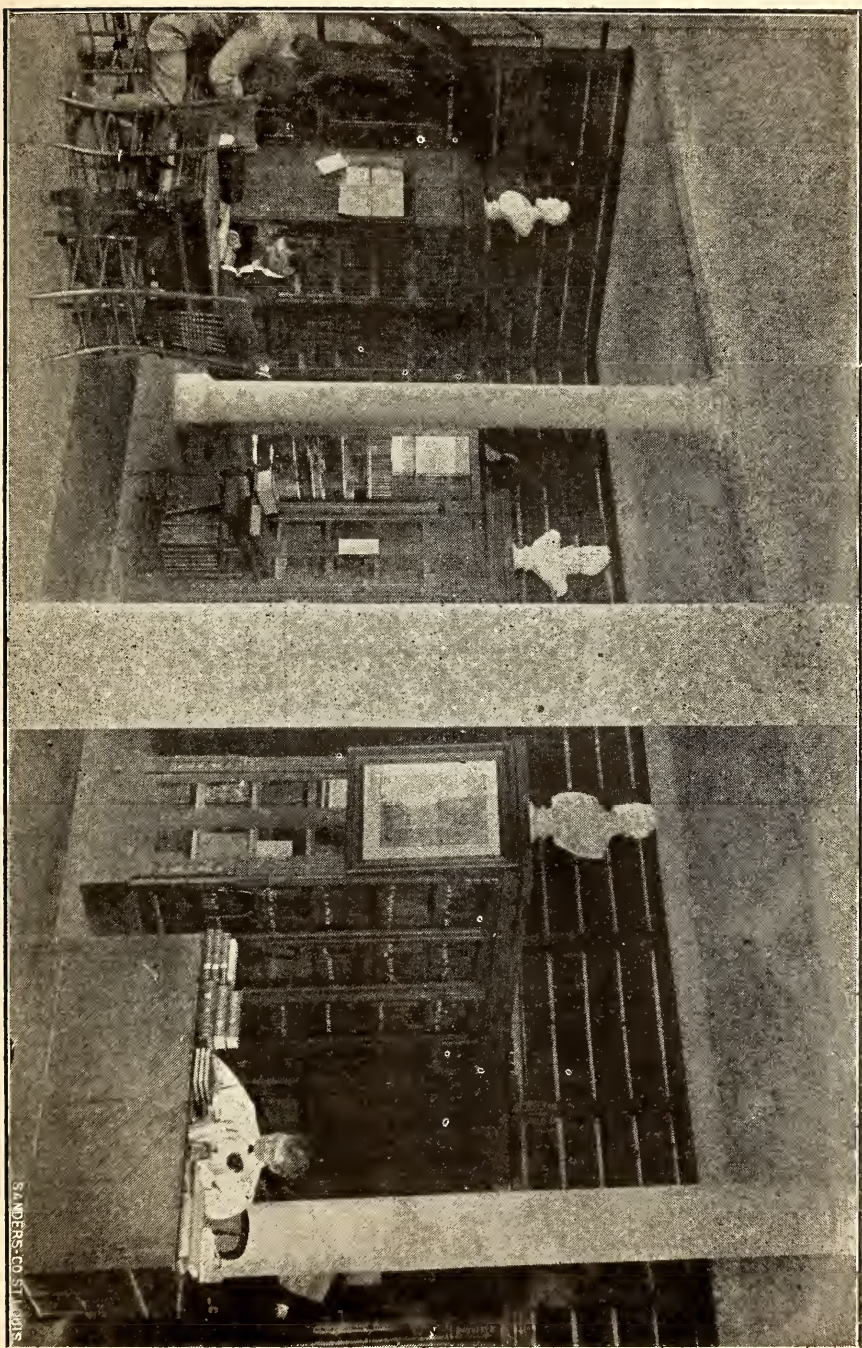
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The library has been used very freely during the past year. The number of those drawing books has been larger than during any preceding year. This increase has been very gratifying.

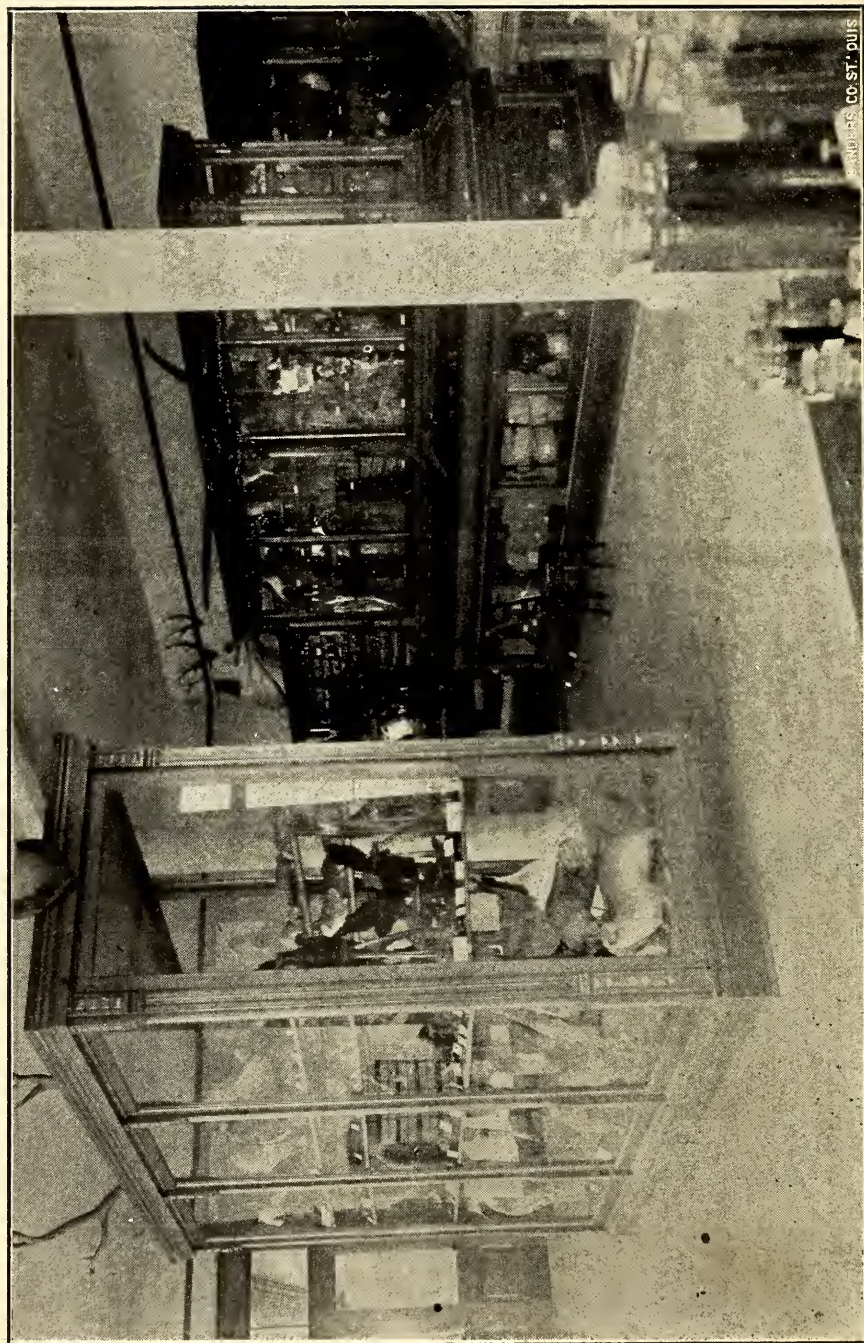
The new library quarters have given a much better reading room, and with the new shelving recently put in, the crowded conditions of the books has been relieved. The accommodations are now ample for the present needs.

We have a collection of books of which we may well feel proud, and we solicit the help of all students in making it even more useful than it has been in the past.









VIEW IN MUSEUM.

ANDERSON CO. ST. PAUL

## ADDITIONAL PARAGRAPHS.

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### The Pledge.

Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year till this pledge is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received." Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of pledge required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I engage in some other occupation, and do not teach the required number of months, I promise to pay tuition for the remaining time."

## Standard of Intellectual and Moral Character

When it is evident that one who has taken the pledge to teach can not, for any reason become a good teacher, it becomes a duty to sever him from the school or require the payment of tuition.

It should also be understood that we do not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirment that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school.

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## Literary Societies.

It is desired to have literary societies enough to afford all Normal students an opportunity to do society work. There are now three societies: The Socratic, the Zetetic, and the Platonian.

Beside the regular work, an annual exhibition is given at the close of the winter term. The exhibition of last winter term was a great source of improvement to the participants, and a means of creating public interest in the University.

It is our purpose to foster and promote a more thorough mastery of our own language, and to insure that this better study of the "Queen's English" shall be carried into the public schools.

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## The New Building.

The New Science and Library building now stands



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completed. It is a beautiful edifice and well adapted to the uses for which it was built, It was dedicated, with appropriate exercises, December 21, 1896. The larger space for the library and the museum, the two large laboratories, the new biological rooms, and the large gymnasium are great additions to our facilities. When this building is fully furnished with the best seating, cases, and apparatus, for which we have asked the legislature of the State, no normal school will have a better equipment.

LIST of HIGH SCHOOLS ACCREDITED by  
the UNIVERSITY of ILLINOIS.

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Accredited for the Colleges of Literature and  
Arts, Engineering, Science and  
Agriculture.

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Alton	Lake View
Arcola	Marshall
Atlanta	Medill
Aurora—	North Division
East	Northwest Division
West	South Division
Jennings Seminary	South Chicago
Austin	West Division
Beardstown	Clinton, Ia.
Belvidere—	Danville
North	Davenport, Ia.
Bloomington	Decatur
Cairo	Delavan
Camp Point	— Du Quoin
Carthage	Elgin
Canton	Elmwood
Carrollton	Evanston (Township High
Centralia	School)
Charleston	Farmer City
Chicago—	Freeport



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Calumet	Galena
Englewood	Galesburg
Hyde Park	Galva
Jefferson	Geneseo
Lake	Gibson City
Harvey	Pekin
Hillsboro	Peoria
Jacksonville	Pittsfield
Jerseyville	Pontiac (Township High School)
Joliet	Princeton (Township High School)
Kankakee	Quincy
Keokuk, Ia.	Rockford
Kewanee	Rock Island
La Grange (Township High School)	Roodhouse
Lincoln	Shelbyville
Litchfield	Springfield
Macomb	Sterling—3d District
Mattoon	Streator (Township High School)
Maywood	Taylorville (Township High School)
Mendota—West	Tuscola
Moline	Upper Alton (Western Military Academy)
Monmouth	Virden
Morrison	Waukegan
Nashville	Wheaton
Oak Park	
Olney	
Ottawa (Township High School)	
Paris	

Accredited for the Colleges of Science, Engineering, and Agriculture.

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Aledo	Champaign
Augusta	Chicago—
Batavia—	Manual Training School
West	English High & Manual
Belleville	Training School
Bement	DeKalb
Dixon	Paxton
North	Peru
South	Polo
East St. Louis	Rochell
El Paso	Rossville
Effingham	Savanna
Flora	Sparta
Griggsville	Sterling—Wallace
Harvard	Sullivan
Henry	Sycamore
Lacon	Vienna
Lewistown	Virginia
Lexington	Washington
LeRoy	Wilmington
Lyons, Ia.	Winchester
Marengo	Woodstock
Mason City	Wyoming
Monticello	Yorkville.

Oregon

Students entering this Normal University with a purpose to graduate will be credited with one year's work on any course except the Professional course, if they are graduates of any of the above accredited high schools; additional credits will be given if the student has completed a four-years' Latin course in one of these schools.

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## TEXT BOOKS.

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- American Literature—Hawthorne and Lemmon.  
Algebra—Wentworth's Elements of Algebra.  
Arithmetic—White's Complete; Ray's Higher.  
Astronomy—Young's Astronomy.  
Bookkeeping—Williams and Rogers.  
Botany—Gray's School and Field Book and Campbell.  
Chemistry—Remsen's Chemistry.  
Civil Government—Fiske's Civil Government.  
Drawing—Prang's Shorter Course I-V (C Draw).  
                    Complete Course VII-X (B Draw).  
Elocution—Hammill's Elocution.  
English Literature—Painter.  
Ethics—(No text-book used).  
Geography—Frye.  
Geology—Le Conte's Geology.  
Geometry—Wentworth's Plane and Solid Geometry.  
German—Collar's Eysenbach.  
                    Dritte's and Vierte's Lesebuch (Eclectic Series).  
                    Klemm's Literaturgeschichte.  
Grammar—Buck's Elements.  
                    Buck's Grammar.  
Greek—"The Beginner's Greek Book."—White.  
                    Memorabilia of Socrates.—Robbins.  
                    Iliad—Seymour.  
History—American—Montgomery.  
                    English—Montgomery.  
                    General—Meyers.  
                    United States—Thomas.

Latin—"First Latin Book"—Collar and Daniell.

"Course in Cæsar, Sallust, and Cicero."—

Harkness.

Virgil—Greenough and Kittredge.

"Practical Latin Composition."—Collar.

Latin Grammar—Harkness

Ovid—Allen and Greenough.

Logic—Jevon's Lessons in Logic.

Mineralogy—Foye.

Otrhography—"National Speller and Word Book."

Pedagogy—Hewitt and Halleck.

Compayre's Psychology Applied to Education.

Rosenkranz's Philosophy of Education.

White's School Management.

Penmanship.

Phonics—De Garmo.

Physical Geography—Appleton.

Physics—Avery's Physics.

Physiology—Tracey.

Political Economy—Laughlin's Elements.

Psychology—Schuyler.

Reading—New Franklin Fifth Reader.

Appleton's Fifth Reader.

Rhetoric—Genung.

Trigonometry and Surveying—Wentworth.

Vocal Music—Normal Course.—(Tufts & Holt).

Word Analysis—Swinton.

Zoology—Holder (B): Dodge (A).

## LIST OF STUDENTS.

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### Practice Teachers.

Amon, Bertram J. 3	Karraker, O. M. 1
Baker, Carl 1	Kendall, Emma 1
Barrow, James W. 2	Kirk, Jay T 3
Barter, Lizzie 3	Kissinger, Uriah 2
Blake, Edward L. 2	Lockhart, Mary 1
Bowyer, Hattie 2	Loudon, John 2
Boyer, Roscoe 1	McDaniel, Margie 1
Brainard, Pearl 3	McKown, J. E. 2
Brainard, Stuart 1	Mertz, Bertie 2
Brewster, Libbie 3	Milligan, Maude 1
Bridges, Ella 2	Morgan, Hester 3
Bridges, Rolland 3	Morgan, Roy 2
Brown, Lulu 1	Munger, Robert 3
Buchanan, Nina 1	Nash, Clara 1
Burkhart, Carl 3	Ozment, Fannie 1
Busam, Rose 1	Parkinson, F. A. 1
Clendenin, Ruth 1	Parkinson, D. M. 3
Cook, Evelyn 1	Patten, Lucy 2
Cowan, James P. 1	Perry, Helen 1
Cowan, John F. 1	Peters, Helen 3
Cross, Arthur G. 2	Phillips, Maude 4
Dixon, Harry 2	Pickrell, Per. 3
Edwards, William 2	Plater, Ethel 3



Elder, Lizzie 1	Pollock, Fred 1
Farmer, Mary 1	Quackenbush, C. A. 1
Fly, William 1 1-2	Reef, Edwin 3
Gilbert, Ida	Reeve, Ethel 2
Goforth, James 2	Rhoades, Miriam 2
Goforth, William 2	Roberts, Della [Mrs.] 1
Gray, Mary 1	Roberts, Arthur 1
Grove, Bessie L. 2	Roe, Nellie 3
Guthrie, Ross 1	Snider, Kate 3
Hartwell, A. Duff 1	Snider, Manning 2
Hawkins, Mildred [Mrs.] 1	Spilman, Daisy 2
Hedrick, Emma 1	Stelle, J. M. 1
Hickam, Ida 2	Stewart, Josephine 2
Hisson, Kate 2	Stewart, Nora 1
Hodge, Millie 2	Swofford, Grace 2
Holden, Grace 3	Templeton, Robert 1
Hooker, Lulu [Mrs.] 1	Toler, W. L. 1
Huggins, Margaret 1	Trampe, Emma 2
Huggins, Olive 1	Trampe, H. F. 2
Hypes, Cornelia 3	Thornton, Edna 3
Johnson, Bessie 2	Total 87

The number following the name indicates the number of terms which the teacher has taught in the Training Department up to the close of the year for which this catalogue is issued.

### Special Students and Post-Graduates.

NAME	RESIDENCE
Bogard, Clara; In observation.....	Vandalia
Browning, Nyna; In observation.....	Vandalia

## NAME

## RESIDENCE

Creel, Lillian; In observation.....	Vandalia
Flint, Minnie R.; Post graduate;..Latin.....	Carbondale
Gilbert, John P.; Post graduate;..Biology..	McLeansboro
Laubenheim, Livonia; In observation.....	Belle Rive
McLean, Cordelia; In observation.....	Greenville
Pepin, Louise; In observation.....	Greenville
Perryman, Elizabeth; In observation.....	Greenville
Wham, Margaret; Post graduate .....	Carter
Williams, Chas. J.; Post grad...Mathematics..	Carbondale
Total.....	11

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 Graduates.

Amon, Bertram J.....	Carbondale
Barter, Rachel Jane.....	South America
Berkey, Helen Lucile.....	Collinsville
Boulden, Hattie Anna.....	Carbondale
Bridges, Abbie Lucretia.....	Carbondale
Bridges, Ella Lucretia.....	Carbondale
Bridges, Rolland Eugene.....	Carbondale
Burkhart, Carl.....	Marion
Clements, Louis.....	Carbondale
Crawford, Mary.....	Jonesboro
Cross, Arthur Goldsby.....	Shiloh Hill
Etherton, William Alonzo.....	Carbondale
Hayes, May Keeney.....	Carbondale
Kirk, Jay T.....	Carbondale
Kissinger, Uriah.....	Lincoln
Marberry, William Thomas.....	Reevesville
McAnally, Jesse Franklin.....	Carbondale

NAME	RESIDENCE
McKown, James Edgar.....	Olney
Parkinson, Daniel Mason.....	Carbondale
Peters, Helen Newirk.....	Carbondale
Phillips, Lucy Haven.....	Carbondale
Pickerell, Per.....	Lanesville
Reef, Edmund Walter.....	Carbondale
Roberts, Arthur.....	Corinth
Roe, Nellie Bell.....	Carbondale
Stewart, Ellen.....	Buncombe
Weller, Nellie.....	Carbondale
White, Maud.....	Carbondale
Woods, William Henry.....	Carbondale
Total.....	29

### Undergraduates=Normal.

Allen, Charles Snyder.....	Carbondale
Allen, Frank Benjamin.....	Carbondale
Allen, Thomas Edward.....	Ashley
Anderson, Joseph William.....	Galatia
Applegath, Irving.....	Carbondale
Atkins, Albert Scott.....	Carbondale
Augusta, Louis Sixteenth.....	Carbondale
Avis, Clarence E.....	Benton
Baker, Carle.....	Mead
Baker, Daisy.....	Carterville
Baker, Federick Luther.....	Cottage Home
Bandy, Julia.....	Carbondale
Barker, Ella.....	Rural Hill
Barker, Elwood.....	Rural Hill

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NAME.	RESIDENCE
Barrow, Eugene.....	Campbell Hill
Barrow, James W.....	Campbell Hill
Barter, Bessie.....	Attila
Barter, Effie C.....	South America
Barter, Kate.....	Attila
Barter, Lizzie E.....	South America
Batson, Josie.....	Carbondale
Batson, Y. John.....	Carbondale
Beecher, Katie Maud.....	Makanda
Bell, Lilly Sloan.....	Carbondale
Birkholz, Charley.....	Carterville
Birkholz, Martha.....	Carterville
Black, James Taylor.....	Absher
Blake, Edwark Lewis.....	Equality
Blevins, Jessie.....	Carbondale
Blount, James.....	Alto Pass
Bonham, Archy Justus.....	Carbondale
Bonham, Ernest.....	Carbondale
Bonham, Eunice May.....	Carbondale
Boomer, Helen.....	Buncombe
Boomer, Simeon.....	Buncombe
Boone, Maud.....	Kinmundy
Bowyer, Hattie Hayes.....	Carbondale
Boyd, Lucie Hindman.....	Carbondale
Boyer, Robert Roscoe.....	Carbondale
Brainard, Alice Pearl.....	Carbondale
Brainard, Stuart.....	Carbondale
Brandon, William Alvin.....	Makanda
Brayshaw, Ira.....	Hallidayboro

NAME	RESIDENCE
Brewer, Solomon.....	Carbondale
Brewster, Libbie Marie.....	Carbondale
Brooks, William Larkin.....	Cobden
Brown, Cora Dell.....	Cutler
Brown, Lulu E.....	Pinckneyville
Brown, Martha Myrtle.....	Cutler
Brown, Watson.....	Balcour
Bunchanan, Nina Orenda.....	Pinkstaff
Burge, Samuel Dewey.....	Toulon
Burnett, Wirt.....	Alto Pass
Burris, Edith.....	Vienna
Burris, Fannie Lee.....	Vienna
Boucher, Andrew Sherman.....	Murphysboro
Burton, Albert Harvey.....	Cisne
Busam, Rose.....	Mound City
Carlton, John Wilburn.....	Ganntown
Carr, Bertha L.....	Freeburg
Cisne, Maurice.....	Cisne
Cisne, Willis G.....	Cisne
Clements, Robert.....	Carbondale
Clendenin, Ruth.....	Degonia
Coleman, Roscoe A.....	Carterville
Colvin, Clinton.....	Olney
Conant, Abbie.....	Cairo
Conant, Edith.....	Villa Ridge
Cook, Evalyn.....	Oconee
Cook, Sallie E.....	Oconee
Corder, Hubert.....	Carterville
Courtnay, Jennie.....	Nashville



NAME	RESIDENCE
Cover, Dell.....	Tunnel Hill
Cowan, James Parkinson.....	Carterville
Cowan, John Finley.....	Carterville
Craine, Alma.....	Villa Ridge
Crawford, Horace.....	Christopher
Crawford, J. E.....	Christopher
Crawford, Therin Elihu.....	Coulterville
Crawshaw, Solomon.....	Carbondale
Crews, Emma.....	Elkville
Crews, Genora.....	Elkville
Crews, Roscoe C.....	Elkville
Daniel, Grace.....	Waltonville
Davis, Carrie Everett.....	Carbondale
Davis, Lynn L.....	Carbondale
Davis, Margaret.....	Murphysboro
Davis, Melinda E.....	Anna
Deason, John.....	De Soto
Deck, William Allan.....	Makanda
Dillinger, Carrie.....	Carbondale
Dillinger, James Frederic.....	Carbondale
Dixon, Harry E.....	Carbondale
Duis, William H.....	Dorsey
Drumm, Maggie.....	Cave-in-Rock
Duncan, Ernest Jessie.....	Elco
Dunn, George Argo.....	Moscow
Dunn, Thomas F.....	Vienna
Eberhardt, George C.....	Wakefield
Edwards, William H.....	New Douglas
Eison, Susie.....	Metropolis
Elder, Mary Elizabeth.....	DeSoto

NAME	RESIDENCE
Errett, Harriet Booth.....	Carbondale
Etherton, Harry.....	Etherton
Etherton, James M.....	Pomona
Etherton, Thomas.....	Etherton
Fairweather, William Calvin.....	McLeansboro
Farmer, Harrietta.....	Carbondale
Farmer, Mary Delphia.....	Carbondale
Ferrell, Mike.....	Carterville
Ferrill, E. G.....	Anna
Fildes, Agnès.....	West Salem
Finley, Jennie.....	Carbondale
Finley, Mary.....	Carbondale
Fisher, Morris M.....	Irvington
Fly, William Calvin.....	Crainville
Forcade, Hannah.....	Elkhorn
Foulks, Mittie.....	Sidney
Freeman, R. F.....	Gards Point
Galleghy, Herbert Lee.....	Regent
Gambach, Jacob.....	Hecker
Gibbler, Calvin.....	Olney
Gilbert, Ida Mae.....	Carbondale
Giles, Letta.....	Sandoval
Goforth, James G.....	DuQuoin
Goforth, William A.....	DuQuoin
Gordon, Millie Belle.....	Sparta
Grammar, Della Maude.....	Carbondale
Grater, Mabel.....	Carbondale
Gray, Dora.....	Etna
Gray, Mary.....	Etna

NAME.	RESIDENCE
Grove, Lillian Elizabeth.....	Carbondale
Grundon, Sallie Marie.....	Maud
Gubelman, Lily .....	Sumner
Guthrie, Ross.....	Nashville
Hagler, Fannie.....	Carbondale
Hagler, James.....	Carbondale
Hamel, E. B.....	Dudleyville
Hamill, Clara Myrtle.....	Freeburg
Hampton, Arla H.....	Carbondale
Hansen, Josephine.....	Bunker Hill
Harris, Thomas Royal.....	New Haven
Hartwell, Andrew Duff.....	Marion
Hawes, Alexander C.....	Belleville
Hawkins, Mildred.....	Irondale, Mo
Hawley, Alvin.....	Dudleyville
Hayton, Mary.....	Carbondale
Hedrick, Elizabeth Emma.....	Wynoose
Heindselman, George H.....	Olney
Heyl, Edward E.....	Hecker
Hickam, Ida.....	Carbondale
Hill, Margaret.....	Murphysboro
Hill, May.....	Carbondale
Hill, William.....	Trenton
Hinchcliff, Allen.....	Grand Tower
Hinckley, Lyla.....	DuQuoin
Hinkley, Agnes.....	DuBois
Hissong, Katie R.....	Coulterville
Hitt, Robert Luther.....	Tamaroa
Hodge, Gertrude Ethel.....	Golconda

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NAME	RESIDENCE
Hodge, Millie.....	Carbondale
Hodges, Emma E.....	Dix
Hoelscher, Henry B.....	Waterloo
Holden, Grace De Witt.....	Carbondale
Hooker, Lula T.....	Carbondale
Hopper, Robert Whittaker.....	Carterville
House, Oscar S.....	Murphysboro
Howe, Carrie E.....	Carbondale
Howell, Augustus.....	Ganntown
Hudson, Ira John.....	Olmstead
Huffman, Clara.....	Simpson
Huggins, Margaret.....	Swanwick
Huggins, Olive.....	Swanwick
Hypes, Anna Cornelia.....	Carbondale
Iles, I. Victor.....	Dudley
Irvin, Sallie.....	Attila
Jack, Jessie.....	Kinmundy
Jackson, Artie Augustus.....	Woodlawn
Jackson, Charles Hamilton.....	Carbondale
Jackson, Roy Thompson.....	Golconda
Jenkins, Alida Cecil.....	Elkville
Johnson, Bessie Agnes.....	Carbondale
Johnson, Della.....	Olney
Johnson, James Allen.....	Olney
Johnson, James Richart.....	Carbondale
Jones, Christopher.....	Murphysboro
Karnes, Roselle.....	Galatia
Karraker, Orville Marion.....	Dongola
Keeley, Henry A.....	Murphysboro



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NAME.	RESIDENCE
Kell, Ida Alice.....	Carter
Kell, James Davis.....	Coalgate, Ind. Ter.
Keller, Raymond.....	San Antonia, Tex.
Kelley, Ida S.....	Carbondale
Kendall, Ema.....	Makanda
Kessler, Harvey Lamech.....	Smithboro
Key, David Francis Scott.....	Carbondale
Kimzey, Logan Guernsey.....	Tamaroa
Kimzey, Martha Jane.....	Pinckneyville
King Ezra W.....	Ava
Kirk, Mary Elizabeth.....	Carbondale
Kolb, Mame.....	Mt. Carmel
Krysher, Frank Chester.....	Carbondale
Lamar, Grace Bulis.....	Salina, Kans.
Lane, James R.....	Simpson
Layman, Thomas J.....	Benton
Lee, Ardell Agnew.....	Carbondale
Leseman, William.....	Kinmundy
Lewis, Emma L.....	Carbondale
Lilley, Nora.....	Marion
Lockhart, Mary B.....	Fruitt
Loudon, John.....	Carbondale
Maeys, George.....	Maeystown
Marberry, J. Oscar.....	Reevesville
Marchildon, John W.....	Thebes
Marchis, Isaiah.....	Beech Ridge
Marron, Minnie D.....	Carbondale
Martin, Rollo.....	Unionville
Marvin, Minnie Emeline.....	Carbondale

NAME	RESIDENCE
McCants, A. Walter.....	Pickneyville
McDaniel, Margie E.....	Cairo
McKinney, Albert Nelson.....	Range
McKitrick, F. D.....	Fairfield
McKnelly, Jake.....	Hord
McLane, John A.....	Dongola
McLin, Ethel.....	Fairfield
McLin, Larkin.....	Fairfield
Mehan, Fred.....	Millstadt
Mercer, Iva Esther.....	Raccoon
Mertz, Bertie Barr.....	Carbondale
Mertz, George.....	Carbondale
Meyer, George N. A.....	Kell
Michaels, Floyd.....	Carbondale
Miller, Ira.....	Carbondale
Michaux, Ida.....	Metropolis
Miller, Lawrence Melville.....	Nashville
Miller, Sarah Alice.....	Carbondale
Milligan, Maud Estelle.....	Pinckneyville
Mills, Charles W.....	Ganntown
Mitchell, Jesse Frank.....	Eldorado
Mojonnier, Lydia.....	Highland
Moore, Frank.....	Helena
Morgan, Hester.....	Carbondale
Morgan, William Leroy.....	Carbondale
Mowery, Lewis Edwin.....	Wetaug
Moyers, John A.....	Golconda
Muckelroy, Renzo.....	Waltonville
Munger, Robert Parks.....	Carbondale

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NAME.	RESIDENCE
Murphey, William Gordon.....	Carbondale
Musgrave, John A.....	Cottage Home
Nash, Clara Louise.....	Olney
Neal, Jerry.....	Benton
Norfleet, Frank.....	Sedan
North, Clara C.....	Carbondale
North, Richard H.....	Carterville
Oldham, Zadie L.....	DeSoto
Ozment, Elvis Walter.....	South America
Ozment, Fannie J.....	South America
Ozment, William Lee.....	South America
Parkinson, Franklin Alva.....	Makanda
Pate, Carrie.....	Sandoval
Patten, Lucy M.....	Carbondale
Patton, Braden Ezra.....	Corinth
Peace, Daniel Edwin.....	Foxville
Perce, Amelia Anna.....	Carbondale
Perkins, W. L.....	Vergennes
Perry, Grace.....	Carbondale
Perry Mary Helen.....	Carbondale
Perry, Rose.....	Carbondale
Phelps, Charlotte.....	Carbondale
Phifer, Cora.....	Murphysboro
Phillips, Allie.....	Snowflake
Phillips, Lena M.....	Metropolis
Plater, M. Ethel.....	Carbondale
Pollock, Clara.....	Carbondale
Pollock, Fred.....	Carbondale
Porter, Ada.....	Carbondale

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NAME	RESIDENCE
Porter, May.....	Murphysboro
Powell, Edward Bird.....	Epworth
Presson, William Franklin.....	Makanda
Pruett, Charles F.....	Kinmundy
Pruett, Nellie.....	Kinmundy
Pugh, Meredith Darlington.....	Lincoln
Purdue, Arthur Arnal.....	Foxville
Pyles, Walter Hollaud.....	Metropolis
Quackenbush, Charles A.....	Oconee
Queen, George Sherman.....	Pinckneyville
Ray, Melissa.....	Carbondale
Raynor, May Celeste.....	Carbondale
Reagin, Lulu Maud.....	DeSoto
Reed, Oliver Martin.....	Ware
Reeve Carrie Hanna.....	Pomona
Reeve, M. Ethel.....	Pomona
Reisinger, Lewis F.....	Rice
Renfro, Charles Duncan M.....	Carbondale
Rhoads, Miriam Elizabeth.....	Metropolis
Richerson, Della.....	Creal Springs
Rinchart, John J.....	Mill Creek
Rittenhouse, Hattie M.....	Peters Creek
Roberts, Della Malone.....	Corinth
Robinson, Ida.....	Murphysboro
Robinson, Lillian.....	Murphysboro
Robinson, Mattie Jane.....	Waltonville
Robinson, Nellie Gill.....	Murphysboro
Robinson, Oliver Prescott.....	Carbondale
Roe, Edith Anthea.....	Carbondale



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NAME.	RESIDENCE
Rosenberger, Laura Matilda.....	Woodlawn
Sams, Arthur T.....	McClure
Saul, Anthony Edward.....	Carbondale
Shepard, W. Eddie.....	Mt. Pleasant
Shepherd, A. E.....	Benton
Shurtz, Etta.....	Ashley
Shurtz, Marie Grace.....	Ashley
Simmons, Nellie.....	Grantsburg
Simpson, William Leslie.....	Pinckneyville
Skaggs, William Walter.....	Marion
Slade, Charles Reed.....	Woodlawn
Smart, Mary Lee.....	Simpson
Smith, Charles Alston,.....	Decaturville, Tenn.
Smith, Thomas Babington Franklin.....	Creal Springs
Smock, Thomas.....	Carbondale
Snider, Kate.....	Carbondale
Snider, Manning.....	Carbondale
Sowers, John W.....	Murphysboro
Spence, Lula.....	Carbondale.
Spiller, Bertha Florence.....	Carbondale
Spilman, Daisy Althene.....	Tamaroa
Spires, John L.....	Carterville
Springer, Edward S.....	Makanda
Stahl, Henry Thornton.....	Dorsey
Stelle, James Merwin.....	Dahlgren
Stewart, Josephine.....	Buncombe
Stewart, Nora.....	Buncombe
Stewart, Rhoby.....	Buncombe
Stewart, Walter E.....	Buncombe

NAME	RESIDENCE
Stoltz, Imogene.....	Mount Carmel
Stookey, Menard G.....	Pinckneyville
Summers, Charles Aiken.....	Akin
Swofford, Grace Eugenia.....	Carbondale
Taylor, Charles Henry.....	Carbondale
Taylor, Doc.....	Taylor Hill
Teeter, Kate M.....	Carbondale
Templeton, Robert Benjamin.....	Pinckneyville
Thompson, Bertha.....	Carbondale
Thompson, John Richardson.....	Allison
Thornton, Edna.....	Osage
Thornton, Luther.....	Ava
Thornton, Nellie.....	Osage
Thornton, Nina.....	Osage
Thrift, George O.....	Resort
Toler, William Lafayette.....	Regent
Trampe, Emma.....	Massac
Trampe, Henry Federic.....	Massac
Troy, Harry.....	Carbondale
Troy, Nellie C.....	Carbondale
True, Mary George.....	Bunker Hill
Turner, Milo.....	Crab Orchard
Valentine, Ira.....	Carbondale
Volentine, Maurice Oliver.....	New Douglas
Volentine, S. W.....	Gathton
Vernon, Mary E.....	Carlyle
Walker, Charles A.....	Elvira
Waller, William J.....	Rural Hill
Walser, Mila.....	West Salem

## NAME.

## RESIDENCE

Weaver, Arthur.....	Unionville
Webkemeyer, Charles William.....	Campbell Hill
Weller, Paul D.....	Carbondale
Wells, Carl.....	DuQuoin
Wertz, Adda P.....	Bloomington
Wheless, Ada Entle.....	Richview
Whipkey, Frank H.....	DeSoto
Whitaker, Jesse Lee.....	Kinmundy
White, Ida Mae.....	Dudleyville
White, Fannie Cameron.....	Ashley
Wilkins, Roy.....	Foxville
Williams, Altie F.....	Carbondale
Williams, Ida May.....	Carbondale
Williams, J. R.....	Noble
Williams, Walter Winslow.....	Herrin
Willis, Francis Marion.....	Makanda
Wilson, Hiram E.....	Carbondale
Wilson, Harry Ruth.....	Rice
Wilson Margaret.....	Cairo
Wilson, Samuel James Harrison.....	Pinckneyville
Wilson, William Perry.....	Campbell Hill
Winfrey, Constance M.....	Carbondale
Winfrey, Victor U.....	Carbondale
Winston, Lafayette.....	Metropolis
Winston, Addie.....	Metropolis
Wise, Gilbert.....	Buncombe
Wiseman, Ammon Lawrence.....	Carbondale
Wood, Jennie E.....	Woodlawn
Woods, Mamie.....	Murphysboro

## NAME

## RESIDENCE

Wykes, Frederick .....	Carbondale
Yarnall, Will H. ....	Cisne
Youngblood, Laura A .....	Carbondale
Zoller, Chris H .....	Murphysboro
Total	396

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### Preparatory.

Adams, E. Janie .....	Rosborough
Beasley, Izella .....	DeSoto
Birkholz, Albert .....	Carterville
Black, Fannie D. ....	Absher
Blevins, Leo A .....	Carbondale
Boggs, Vivian O .....	Kell
Brandon, Cora A .....	Makanda
Bridges, Albert Franklin .....	Carbondale
Brim, Charles .....	Creal Springs
Burge, James McCoy .....	Centralia
Crawshaw, Allen .....	Carbondale
Crow, Magnolia .....	Vergennes
Damron, Elbert Leroy .....	Progress
Deset, Myrtle .....	Carbondale
Dixon, Estella Belle .....	Carbondale
Doak, Earl Orville .....	Carbondale
Dunn, Arminta J .....	Olive Branch
Elliott, James Blaine .....	Carbondale
Etherton, Harmon .....	Carbondale
Etherton, Hermon A .....	Carbondale
Etherton, William .....	Murphysboro
Flint, Mary .....	Carbondale

## NAME.

## RESIDENCE

Franklin, Mamie.....	Renault
Fox, Ottis.....	Carbondale
Gurley, Malcolm Anson.....	Makanda
Hall, Hattie Z.....	Poplar Bluff, Mo.
Harker, Winifred.....	Carbondale
Hester, Edna Adell.....	Carbondale
Hooker, Ollie May.....	Carbondale
Hubbard, Bessie Lee.....	Carbondale
Hughes, Mark L.....	Anna
Jenkins, Nellie Florence.....	Carbondale
Jones, Norah.....	Murphysboro
Jones, Ross Edgar.....	Pinkstaff
Jones, Samuel Thornton.....	Cuba, Ind.
Kinney, Edward J.....	Anna
Kirk, Vida Grace.....	Carbondale
Levelsmier, Kasie Mary.....	Carbondale
Lightfoot, Anna Evaline.....	Carbondale
Metcalf, Clarence.....	Osage
Monical, Falley C.....	Bible Grove
Morrison, Lloyd A.....	Raymond
Morton, Lottie Pauline.....	Carbondale
Montgomery, Harvey.....	Dongola
Otrich, Thomas McClure.....	Anna
Ozment, Lettie.....	South America
Phemister, Dallas.....	Carbondale
Porter, Agnes.....	Murphysboro
Putnam, Harry Richard.....	Carbondale
Ratliff, Noah.....	Bosky Dell
Reed, Charles.....	Metropolis



NAME	RESIDENCE
Reef, Augustus Joseph.....	Carbondale
Rees, Rollie Jesse.....	DeSoto
Roberts, Flora.....	Carbondale
Robinson, Lena.....	Carbondale
Rust, Mamie.....	Carbondale
Schwartz, Fannie Belle.....	Elkville
Smith, Belle.....	Irvington
Smith, Oscar N.....	Cottonwood
Spence, Bertha.....	Carbondale
Trobaugh, Anna.....	Carbondale
Vaughn, Elsie.....	DeSoto
Waller, Lewis.....	Carbondale
Williams, Roger.....	Tamaroa
Wilson, Helen.....	Carbondale
Wilson, Hugh Kirkwood.....	Blair
Wilson, William J.....	Rice
Winfrey, Guy L.....	Carbondale
Woods, Catharine.....	Murphysboro
Woods, Melissa M.....	Murphysboro
Total	71

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### Grammar.

Allen, Rose May.....	Caruthersville, Mo.
Arnold, Frank.....	Carbondale
Baxter, Emma Belle.....	Carbondale
Beman, Ellen.....	Carbondale
Besse, Nellie Adelaide Kitter.....	Carbondale
Bourchier, Clarence Roy.....	Carbondale
Bowyer, Emma Louise.....	Carbondale

NAME.	RESIDENCE
Boyer, Bessie Mitchell.....	Carbondale
Branch, Reed Russell.....	Carbondale
Brush, Elizabeth.....	Carbondale
Campbell, John Alphus.....	Carbondale
Crawshaw, Myrtle.....	Carbondale
Crawshaw, Rolla.....	Carbondale
Creel, Anna June.....	Dix
Davis, Jennie Winnie.....	Carbondale
Elliott, Harriett Wiseman.....	Carbondale
Flint, Gilbert Roy....	Carbondale
Gist, Paul .....	Carbondale
Goodman, Cora Arabella.....	Dongola
Hall, Edith S.....	Carbondale
Harris, Charlie Pollard.....	New Burnside
Hays, Herbert Augustus.....	Elkville
Hayes, Olive.....	Carbondale
Hill, Jennie Segar.....	Carbondale
Hobbs, Thomas McElroy.....	Carbondale
Holden, Myrtle Jennie.....	Hodges Park
Hubbard, Charles William.....	Carbondale
Huddleston, May Janette.....	Carbondale
Jones, Edward.....	Murphysboro
Kirkham, Robert McCutcheon.....	Carbondale
Lee, Chester Arthur.....	Carbondale
Lightfoot, Ella Irene.....	Carbondale
Mitchell, Edward Clay.....	Carbondale
Morris, Elizabeth.....	Carbondale
Naumann, Caroline Helen.....	Carbondale
Perry, Harry Chester.....	Carbondale

NAME	RESIDENCE
Phillips, Grace.....	Carbondale
Prickett, Olive.....	Carbondale
Rice, Alma Audrey.....	Carbondale
Smith, Clyde Leon.....	Carbondale
Snider, Ada.....	Carbondale
Stotlar, John Yost.....	Carbondale
Swofford, Calvin.....	Carbondale
Sykes, William Franklin.....	Carbondale
Taylor, Clifton Ledbetter.....	Carbondale
Taylor, Roscoe Aaron.....	Carbondale
Teeter, Lillian Belle.....	Carbondale
Thompson, Albert Theodore.....	Carbondale
Thompson, Raymond Milner.....	Carbondale
Troy, Willie.....	Carbondale
Weston, Bessie May.....	Carbondale
Willson, Morris.....	Carbondale
Winchester, George.....	Carbondale
Woods, Lula May.....	Carbondale
Total	54

### Intermediate.

Allen, Lucy Irene.....	Carbondale
Beman, Harry Nathan.....	Chicago
Besse, Charlie Hazel.....	Carbondale
Bowyer, Mabel Melissa.....	Carbondale
Bowyer, Ona Patti .....	Carbondale
Branch, Herbert Foote .....	Carbondale
Brush, Alice.....	Carbondale
Davis, George Edward.....	Carbondale

NAME.	RESIDENCE
Dickerman, Harry.....	Carbondale
Dickerman, Percy May.....	Carbondale
Doak, Ralph Leslie.....	Carbondale
Dowell, Linna.....	Chester
Elliott, Alma Dora.....	Carbondale
Elliott, Ralph Emerson.....	Carbondale
Entsminger, Addie May.....	Carbondale
Entsminger, Edith V.....	Carbondale
Etherton, Irvy.....	Carbondale
Etherton, Winona Viola.....	Carbondale
Hall Eugene Charles.....	Carbondale
Hall, Mildred.....	Carbondale
Hester, Herbert Henry.....	Carbondale
Kirk, Bonnie Lee.....	Carbondale
Kirk, Donnie Dee.....	Carbondale
McFarlan, James.....	Carbondale
Martin, Mary G.....	Carbondale
Metz, Lynn Thomas.....	Carbondale
Mitchell, John Minton.....	Carbondale
Muse, Ernest.....	Carbondale
Parkinson, Raymond.....	Carbondale
Prickett, Hattie May.....	Carbondale
Putnam, May Florence.....	Carbondale
Renfro, Daisy Dean.....	Carbondale
Robinson, Myrtle.....	Carbondale
Searing, Helen Leota.....	Carbondale
Smith, Dean Sydney.....	Carbondale
Snider Edward.....	Carbondale
Snider, Joseph Ephraim.....	Carbondale

NAME	RESIDENCE
Storm, Grace Emily .....	Anna
Taylor, Charles Harold .....	Carbondale
Teeter, Robert Waldron .....	Carbondale
Thomas, Charles Crandall .....	Carbondale
Thompson, Mary Elizabeth .....	Carbondale
Total	42

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### Primary.

Bell, Mary Aurelia .....	Carbondale
Branch, John Shubael .....	Carbondale
Branch, Eugene Theodore .....	Carbondale
Bridges, Charlotte .....	Carbondale
Caldwell, Mary .....	Carbondale
Comstock, Carrie .....	Carbondale
Crane, Grace M. ....	Carbondale
Crawshaw, Daisy .....	Carbondale
Dickerman, Mildred Alma .....	Carbondale
Entsminger, David William .....	Carbondale
Etherton, Eldon .....	Carbondale
Evans, John Marshall .....	Carbondale
Farley, Lois .....	Carbondale
Farley, Madge .....	Carbondale
Fitzgerald, Ola .....	Carbondale
Gilmore, Harry .....	Carbondale
Glick, Benjamin .....	Carbondale
Glick, Helen .....	Carbondale
Hagler, Elbert .....	Carbondale
Hamilton, Eugene Francis .....	Carbondale
Hamilton, Newton William .....	Carbondale



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NAME.	RESIDENCE
Hampton, David.....	Carbondale
Hampton, Ivanhoe.....	Carbondale
Hooker, Laura Estelle.....	Carbondale
Hopper Rita Edna ....	Carbondale
Hudson, Willie.....	Carbondale
Levelsmeier, Grover C.....	Carbondale
Livingston, Ella.....	Carbondale
Martin, Clarinda.....	Carbondale
Metz, Ina Elizabeth.....	Carbondale
Mitchell, Jennie.....	Carbondale
Mitchell, Julia .....	Carbondale
Morrell, Amelia.....	Carbondale
Muse, Clarence Atlas.....	Carbondale
Muse, Marie.....	Carbondale
Naumann, Emma Helen.....	Carbondale
North, Edgar Maxey.....	Carbondale
Porter, Margaret.....	Carbondale
Putnam, Grace Jennie .....	Carbondale
Reeves, Clyde Morrell.....	Carbondale
Reeves, Hazel Dell.....	Carbondale
Robinson, Mabel.....	Carbondale
Rust, Albert.....	Carbondale
Rust, John.....	Carbondale
Simons, Edith.....	Carbondale
Thompson, Mabel.....	Carbondale
Waller, Elsie.....	Carbondale
Williams, Eva.....	Carbondale
Willson, Edith.....	Carbondale
Wiseman, Gilbert Huston.....	Carbondale
Total	50

## GENERAL SUMMARY.

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### Summary by Individual Students.

Post Graduate and Special.....	11
Graduates.....	29
Undergraduates.....	397
Preparatory.....	70
Grammar.....	54
Intermediate.....	42
Primary.....	50
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Total.....	652

### Summary by Terms.

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Enrollment in Fall Term.....	405
Enrollment in Winter Term.....	429
Enrollment in Spring Term.....	473
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Total.....	1307
Average by Terms.....	435 2-3

## ALUMNI.

The number of years named indicates the time engaged in teaching or superintending since graduation. Data not definitely determined are all placed in brackets.

(All graduates of the University are requested to send, annually, their address to the Registrar. This should be done as early as April 1.)

### Class of 1876.

NAME	YEARS	OCCUPATION	ADDRESS
1 Brown, John N. ....	6	.....	.....
2 Caldwell, Beverly C.	21	President State Normal, .....Natchitoches, La.	
3 Hawthorn John, C. *		.....	.....
4 Ross, George C. ....	6	Dept of Int'r... Washington	
5 Wright, Mary. ....	2 $\frac{1}{2}$	.....	Cobden

### 1877

6 Barnes, Belle D. A §	}	.....	Bloomington
Mrs. H.H. Green..			
7 Burton, Arista. ....	17	Teacher of Hist. S. I. N. U. .....	Carbondale
8 England, James H..	6	Farming.....	Carbondale
9 Warder, William H.	3	Lawyer.....	Marion

### 1878

10 Caldwell, Delia. ....	7	Physician.....	Carbondale
11 Courtney, Alva C..	19	Principal....	Denver, Colo.
12 Evans, Charles E. §.		.....	.....
13 Hanna, James A. ...	6	Merch't, Sulphur Sp'gs Ga.	
14 Hillman, Orcelia B..	}	5	.....Salina, Kan.
Mrs. Merrill.....			
15 Jackson, Sarah E. §.	}	.....	DuQuoin
Mrs. H.H. Kimmel }			

\*Deceased.

§Paid Tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
16	Kennedy, George R..	1	Merchant....	Murphysboro
17	McAnally, John T..	3	Physician.....	Carbondale
18	McAnally, Mary... Mrs. N. H. Moss..	10	.....Mt Vernon	
19	Pierce, Reuben E...		1	Minister.....Epworth
20	Plant, Richmond §.			.....St. Louis, Mo.
21	Robinson, Edward H.		Physician .....	Chicago
22	Thompson, David G.	6	Lawyer.....	Golconda

**1879**

23	Burnett, Andrew C. §		Lawyer.....	Lamar, Mo.
24	Farmer, George H.	14	.....	Vanndale, Ark.
25	McCreery, Ida M. *	3	.....	
26	Phillips, Lyman T..	2	P'd tuition 1 yr.	Dentist .....Nashville

**1880**

27	Bruck, Lauren L...	7	Bookkeeper .....	Chicago
28	Gray, Joseph.....	13	Prin. High School,	DeKalb
29	Heitman, Louis....	4	Pharmacist.....	Chester
30	Hull, Charles E....		Member State Senate	Salem
31	Kimmel, Henry A..	6	Farmer.....	Calhoun
32	Mann, Wallace E...	4	Editor.....	Decatur
33	Ogle, Albert B. §..		Insurance Ag't...	Belleville
34	Rentchler, Frank P.		.....	Los Angeles, Cal.
35	Sheppard, Lizzie M. Mrs. Dr. J. K. Miller	8 <sup>1</sup> / <sub>2</sub>	.....Greely, Colo.	
36	Warder, Gertrude A. Mrs. C. J. Mitchelet		8	.....Wilmette

**1881**

37	Burton, Charles H..		Lawyer.....	Edwardsville
38	Hughes, William F.	9	Surveyor....	Murphysboro
39	Karraker, Henry W.	13	Farmer.....	Dongola
40	Lorenz, John W...	4	Druggist..	Evansville, Ind.
41	Marshall, Oscar S..		Fruit Grower .....	Salem

\*Deceased.

§Paid Tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
42	Marshall, Thomas S.		Bank Cashier.....	Salem
43	Sowers, Mary A.... } Mrs. J. C. Scott... }	8	.....	Carbondale
44	Ward, Edward I....	10	Minister.....	Fiatt

## 1882

45	Atkins, Wezette.... } Mrs. C.W. Parkinson }	2	.....	Murphysboro
46	Deardorf, Lizzie M. } Mrs. DeMess..... }	6	.....	Ashland, Kans.
47	Ennison, Walter J..		Lawyer.....	Boston, Mass.
48	Goodall, Adella B.. } Mrs. Dr. H.C. Mitchell }	3	.....	Carbondale
49	Krysher, Alice..... } Mrs W. H. Livingston }	4	.....	Carbondale
50	Mead, Albert E....	1	Lawyer.....	Blaine, Wash.
51	Parkinson, Arthur E. §		Lawyer.....	Lebanon
52	Sewart, Henry. A. §		Physician.....	Chicago
53	Wood, John W....	14	Principal, Florenceville,	Tex.

## 1883

54	Alexander, F. M....	2	Minister,.....	Murphysboro
55	Bain, William B... §		Merchant.....	Vienna
56	Bryden, Margaret... } Mrs. J. N. Fitch.. }	9	.....	Cobden
57	Buckley, Alice M.. } Mrs. F. M. Alexander }	2	.....	Murphysboro
58	Fager, Daniel B....	14	Superintendent.....	Salem
59	Houts, Lilly M....	4	Stenographer.....	Chicago
60	Kimmel, Belle.....	4	.....	Elkville
61	Martin, John.....	4	Physician.....	Chicago
62	Nave, Della A..... } Mrs. P. E. Hileman }	4	.....	Jonesboro
63	Sprecher, Edgar L.	5	Merch't..	Guatemala, C.A.

\*Deceased.

§Paid Tuition.



NAME                      YEARS      OCCUPATION      ADDRESS

1884

64	Aikman, Fannie A. *	}	.....	
	Mrs. D. L. Kimm el			
65	Beesley, Alicia. ....	3	.....	Linn
66	Bunchanan, Clara. ...	}	2	.....
	Mrs. H. C. Merrymon.			
67	Bunchanan, G. V. ...	13	City Supt. ....	Sedalia, Mo.
68	Buchanan, Mary. ...	7	.....	Sedalia, Mo.
69	Burket, Anna L. ....	2	Commercial Agt. ...	Chicago
70	Cawthon, Chris. C. ...	6	.....	Crab Orchard
71	Duff, May B. * ...	1	.....	
72	Gill, Joseph B. § ...	Ex.	Lieut. Gov. Ill.	Murphysboro
73	Hendee, Lu Bird. ...	7	.....	Fairmount, Neb.
74	Hileman, Philetus E.		Lawyer. ....	Jonesboro
75	Jenkins, John H. ....	11	Prin. Schools, ....	Ramsey
76	Lightfoot, Richard T.	2	Lawyer	..... Paducah
77	Ridenhower, Carrie *	}	4	.....
	Mrs. J. L. Mount.			
78	Thomas, Maud * ...	4	.....	
79	Treat, Charles W. ...	11	Prof. Nat. Sci.	Lawrence
			University..	Appleton, Wis.

1885

80	Bryden, Helen § ...	11	.....	Carbondale
81	Buckley, Ida M. ....	}	1	.....
	Mrs. G. W. Warner			
82	Dunaway, Ada L. §	}	.....	Carbondale
	Mrs. A. S. Caldwell			
83	Fringer, William R. §	1	Physician. ....	Rockford
84	Hull, Gertrude § ...	3	Latin Teacher	High School
			.....	Bloomington
85	Lacey, Rurie O. ....	1	Physician.	Lake City, Colo.
86	Lancaster, Tilman A.	3	Lawyer..	Lexington, Tenn.
87	Miller, John E. ....	11	.....	East St. Louis
88	Roberts, Mary A. ...	}	8	.....
	Mrs. M. H. Ogden			

\*Deceased.

§Paid Tuition.

NAME	YEARS	OCCUPATION	ADDRESS
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89 Thomas, Kate.....	3		Vienna
Mrs. D. L. Chapman }			

1886

90 Allen, Sarah.....	1		Makanda
Mrs. J. D. Crenshaw }			

91 Barber, Florence M.	2		Chicago
Mrs. Boyd..... }			

92 Brown, Adella A...	9	Missionary....	Cairo Egypt
Mrs. J. O. Ashenhurst. }			

93 Fryar, Minnie J....	6	Librarian S. I. S. N. U.	
			Carbondale

94 Fulton, Alexander H.	10	Member B'd of Examination.....	Mesa, Ariz.
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95 Hord, Kittie E.....	10		Carbondale
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96 Hundley, Louella..	8		Prescott Ariz.
Mrs. J. H. Andrews }			

97 Kennedy, Maggie..	4		Mexico City, Mex.
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98 Loomis, Carrie I...	1		Thompsonville
Mrs. M. G. McCreery }			

99 McAnally, Fannie D,	1		Salem
Mrs. D. B. Fager. }			

100 Nichols, Louella §.	8		Edwardsville
Mrs. J. G. Irvin... }			

101 Storment, Edgar L.	9	Prin. High School, Streator	
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102 Williams, Cora....	2		Pomona, Cal.
Mrs. R. W. Wiley. }			

1887

103 Allen, Robert M. §		R'y Pass. Agt....	St Louis
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104 Blair, Carrie *....	7		
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105 Bryden, Rockwell §		Postal Clerk....	Carbondale
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106 Campbell, H. M. §		Clerk.....	Chicago
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107 Cleland, Clara B..	1		Wheeling
Mrs. Strong..... }			

\*Deceased.

§Paid Tuition.

NAME	YEARS	OCCUPATION	ADDRESS
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108	Cleland, May.....	4	Trained Nurse....Chicago
109	Cowan, David J..	8	Lawyer.....Vienna
110	Glick, Albin Z....	2	Agent.....Carbondale
111	Goodall, Samuel H.	2	Lawyer.....Marion
112	Harmon, Mark D.	4	.....Grayville
113	Hawkins, Cicero R.		States Atty...Pinckneyville
114	Hewett, Emma L. } Mrs. W H. Baltzer }	3	.....Hickman, Ky.
115	Hill, Mary A.... } Mrs. E. L. Storment }	5	.....Streator
116	Hundley, Nannie..	8	.....Marion
117	Johnston, Lewis E.	1	Lawyer.....Keysport
118	Kirkpatrick, Jas. H.	7	.....Custer, Wash.
119	Lawrence, Bertha.	9	.....Tipton, Iowa
120	McMackin, Edw. G.	2	Dentist.....Salem
121	Phillips, Louise E.	2	.....Chicago
122	Ripley, Charles H.		Lawyer.....Chicago
123	Scott, Duther T...	1	Farmer.....Carbondale
124	Searing, Harry R..		Merchant....Carbondale
125	Sebastian, Julia A..	9	.....St. Louis, Mo.
126	Smith, Seva A.... } Mrs. G. S. Hoag... }		.....Denver, Colo.
127	Snyder, Lydia E..	9	.....North Evanston
128	Tait, Minmie A.. } Mrs. C. H. Ripley }		.....Chicago
129	Turner, George T.	2	County Judge....Vandalia
130	Wham, Steuben D.	8	R. R. Agent.....Carter

1888

131	Baumberger, Louise } Mrs. S. M. Inglis.. }	7	.....Springfield
132	Briback, Catherine } Mrs. Hans Johnson }	8	.....Cairo
133	Hall, William H...	5	Bus M'g'r Lewis Inst. Ch'go

\*Deceased.

§Paid Tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
134	Hickan, Ada.....	4		Anna
	Mrs. G. W. Wood }			
135	Johnson, Callie...	1		Carbondale
136	Leary, Mary E....	9	Deaf and Dumb Institute	Jacksonville
137	Lindsay, David W.	9		Porterville, Cal.
138	Morgan Charles M.	1	Bradstr't Ag'cy	Portland, Or
139	Reef, William A. §	1	Merchant..	Leadville, Colo.
140	Richards, Kate E.*	2		
	Mrs. W. A. Stewart }			
141	Street, Jasper N..	9	Supt City Schools,	Vandalia
142	Trobaugh, Frank E.	1	Physician....	Murphysboro
143	Wham, Maggie...	9		Deland

## 1889

144	Allyn, Lois A....	4		Winchendon, Mass.
	Mrs. D. L. Mason. }			
145	Bridges, Mary E..			Sikeston, Mo.
	Mrs. D. L. Malone. }			
146	Colyer, Frank H..	6		Paoli, Indiana
147	Kimzey, Walter R.	7	County Supt.....	Tamaroa
148	McMeen, John D..	7	Prin. of Schools,	Jonesboro
149	Parkinson, J. M...	7	City Supt Scool	Edwardsville
150	Parks, Lizzie.....	6		DuQuoin
151	Wallis, William...	4	Prin. High School	Charleston

## 1890

152	Bain, John Charles		Lawyer.....	Chicago
153	Hackney, Kate G. }	3		Waggoner
	Mrs. F. O. Rogers }			
154	Hull, Bertha §...	2	Student Pratt Art Institute	New York
155	Keller, Kent E....	3		Ava
156	Landsden, Mary G. §	7		Hyde Park, Chicago

\*Deceased.

§Paid Tuition.

NAME	YEARS	OCCUPATION	ADDRESS
157 Ramsey, Joseph Eli	7	County Supt....	Mt. Carmel
158 Sams, Fountain F.	1	Lawyer.....	Jonesboro
159 Smith, Mable *			
160 Storment, John C.	6	Principal....	Pomona, Cal.
161 Torrance, Ann Eliza	7		Salem
162 VanCleve, Martin T.	6	Supt. Schools,	Shawneetown

### 1891

163 Alexander, Anna R.	6		Harvey
164 Beman, George W.	1		Chicago
165 Blanchard, Guy...	1	Merchant.....	Tamaroa
166 Boyd, Frank L...	6	Supt. of Schools,	Boulder, Col
168 Clark, Lulu.....	5		East St. Louis
169 Freeman, James A.	6	Supt. of Schools,	Carbondale
170 Hill, Mary E.*...	3		
171 Holden, Emma... } Mrs. H. A. Ross... }	3		Los Angeles, Cal.
172 Hord, Addie.....	4		Cobden
173 Lawrence, J. H...	3	Prof. G & L,	Franklin, N. Y.
174 Loomis, Lydia M..	3		Cobden
175 Peebles, Lizzie S..	6		Cobden
176 Snyder, Arthur J..	6	Prin. of Schools	
			North Evanston
177 Sprecher, Theo. M.	5		Crittendon, Ariz.
178 Steele, Robert E..	1	Physician....	Beaver, Utah
179 Stern, Lewis.....	6	Supt....	Fountain City, Wis.
180 Whitney, William §	2	R R Mail Service	Carbondale

### 1892

*181 Ayer, Phillip S....	5	Supt. Baxter Springs,	Kan.
182 Barr, Jessie Gleim..	4		Escanaba, Wis.
183 Bliss, Anson Lec..	4	Superintendent....	Cobden
184 Buckley, Elizabeth. } Mrs. O. J. Rude.. }	1		Golconda
185 Bundy, Joseph B..	5	Supt. Schools....	Nashville

\*Deceased.

§Paid Tuition.



NAME	YEARS	OCCUPATION	ADDRESS
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186	Cochran, William P.	3	Editor.. Marble Falls, Tex.
187	Davis, Mary E.... } Mrs. A. J. Snyder. }	1	.....North Evanston
188	Emerson, John W.	5	Superintendent .....Albion
189	Galbraith, Chas. M.		Physician.....Carbondale
190	Kimmel, E. Lee...	5	.....Carmi
191	Kimmel, Ruby I..	5	.....East St. Louis
192	Lawrence, Blanche.	4	.....Carbondale
193	Lindley, Jno. Wm.	2	Lawyer.....Sullivan, Ind.
194	Lirely, Wm. H...	2	Signal Service, Indianapolis
195	Morton, Ralph B..	2	Lawyer.....Carterville
196	Nichols, John B...	4	Supt. Schools...Lexington
197	Patten, Arthur E. §		Salesman.....Chicago
198	Peterson, Grant...	4	.....Carterville
199	Ragsdale, Joseph S.	5	Superintendent...Rossville
200	Wallis, Mary.....	1	Student O. W. U. .....Delaware, Ohio
201	Wham, Agnes G.. } Mrs. James Deland }	5	.....Deland
202	Wham, Dora A.... } Mrs. John Pyatt.. }	2	.....Pyatt

## 1893

203	Brown, Robert....	4	Assistant Prin. High School .....Hillsboro
204	Clendenen, Geo. E.	4	Principal.....Illio polis
205	Curtis, Sarah L..-	4	.....Charleston
206	Davis, Charles H..	1	Minister.....Kampsville
207	Glenn, William T..	4	.....Belleville
208	Henninger, Jennie.	4	.....Kankakee
209	Hubbard, Mary E.	4	.....Greenville
210	Hubbard, Samuel A	2	Lawyer.....Mt Sterling
211	Kell, Omer Adrian	1	Med. Student....St. Louis
212	Lingenfelter, Sarah	1	Supt Deaconess Home .....Chicago

\*Deceased.

§Paid Tuition.

NAME	YEARS	OCCUPATION	ADDRESS
213 Moore, Jack N....	4	Principal Schools	.....Walnut Ridge, Ark.
214 Renfro, Robert E..		Real Estate and Loan Agt.	.....Carbondale
215 Rude, Otto J.....	4	Prin. Schools....	Golconda
216 Songer, Mary E....	4	.....	Kinmundy
217 Stout, Charles L*.	1	.....	
218 Whittenberg, Sarah	4	County Supt.....	Vienna
219 Woodson, Myrtle F.	3	.....	Austin
<b>1894</b>			
220 Applegath, John L.	3	Prin Schools.....	Dongola
221 Applegath, May A.	3	.....	Dongola
222 Chandler, Larkin C.	2	Music Teacher....	Litchfield
223 Burge, Lloyd E....	3	.....	Mt. Vernon
224 Cochran, Maud O.		Music Teacher..	Carbondale
225 Dougherty, Andrew		.....	Regular Army
226 Ellis, Jacob T....	3	Supt. Schools....	Greenville
227 Felts, William Troy	3	Prin High School	Mt Vernon
228 Hodge, Jennie....	2	.....	North Evanston
229 Jenkins, Harriet E.	2	.....	Elkville
230 Jay, Norman A....	3	Prin. Schools....	Sandoval
231 Kell, Iva Lucy....	3	.....	Foxville
232 Kell, Lincoln S....		Farmer.....	Salem
233 Lakin, Edwin F....	2	.....	Rochester
234 Longbons, Edward	3	Supt. Schools....	Marion
235 Mohlenbrock, Eric*	1	.....	
236 Ogle, Howard J. §		Student Cornell University	.....Ithaca N. Y.
237 Phillips, Myrtle K. }			
Mrs. H. Z. Zuck.. }		.....	Tenipe, Ariz.
238 Pugh, Charles H..	3	Superintendent....	Fairfield
239 Ramsey, Estelle...	2	.....	Flora
240 Smith, Edgar A..		Med. Student...	Carbondale
241 Williams, Arthur E.	3	.....	Mt. Vernon

\*Deceased.

§Paid Tuition.

NAME	YEARS	OCCUPATION	ADDRESS
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## 1895

242	Anderson, Margaret	2	.....Flora
243	Baker, Rhoda May§	2	.....Cottage Home
244	Barton, Josie M...	2	.....Bunker Hill
245	Baughman, Ola... }		
	Mrs. G. H. Bainum }		..... Flora
246	Bennett, FrancesW§	2	.....Cairo
147	Davidson, Mary... }		
	Mrs. J. T. Taylor. }		..... Greenville
248	Ferrell, Minnie....	2	.....Carterville
249	Ferrell, Nora.....	1	.....Carterville
250	Haney, Thomas J.	1	Principal..... Atwood
251	Jones, David Oscar	2	.....Makanda
252	Kell, Albert Baker	1	.....Cartter
253	Lee, Homer Dalton	2	Prin, High Sch'l Carbondale
254	Nichols, Cora E... }		
	Mrs. D. O. Jones. }	1	.....Makanda
255	Patterson, John E.	2	.....Edwardsville
256	Roane, Emma H..	2	.....Salem
257	Snider, Fred M...		Merchant ..... Carbondale
258	Sowell, Myrtle I...	1	.....Paducah, Ky.
259	Williams, Chas. J. §		Clerk..... Carbondale
260	Yourex, MabelClare	2	Principal... Calumet, Mich.

## 1896

261	Boomer, Cincinnatus	1	.....Buncombe
262	Crane, Ezra.....	1	.....Makanda
263	Cundiff, Viola V...	1	.....Carlinville
264	Edman, Mate.....	1	.....Charleston
265	Etherton, Guy E..		Biblical Student... Chicago
266	Flint, Minnie Ruth	1	.....East St. Louis
267	Gilbert, John Philo	1	Principal .... McLeansboro
268	Harker, Oliver A§		Student University of Illinois .....Champaign

\*Deceased.

§Paid Tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
269	Hobbs, Matilda J..	1	.....	Du Quoin
270	Karraker, Ira O...	1	Prin. High School..	Marion
271	McCormick, George		.....	Peoria
272	McGahey, Leah C.	1	.....	Arthur
273	Perrott, Richard H.	1	Prin High School	Nashville
274	Peters, Mabel K..	1	.....	Edwardsville
275	Roberts, George L.		.....	Corinth
276	Robinson, Sam'l T.	1	Supt of Schools....	Benton
277	Royall, Stella Ethel	1	.....	Villa Ridge
278	Spiller, Adelbert L.		.....	Carbondale
279	Taylor, Oscar T...		.....	Carbondale
280	Thompson, Bessie M		Student Univ.....	Chicago
281	Thompson, Ralph.		Stud't Univ. Ill..	Champaign
282	Truscott, Laura M.	1	.....	Vienna
283	Wham, George D.	1	Prin. High School...	Olney

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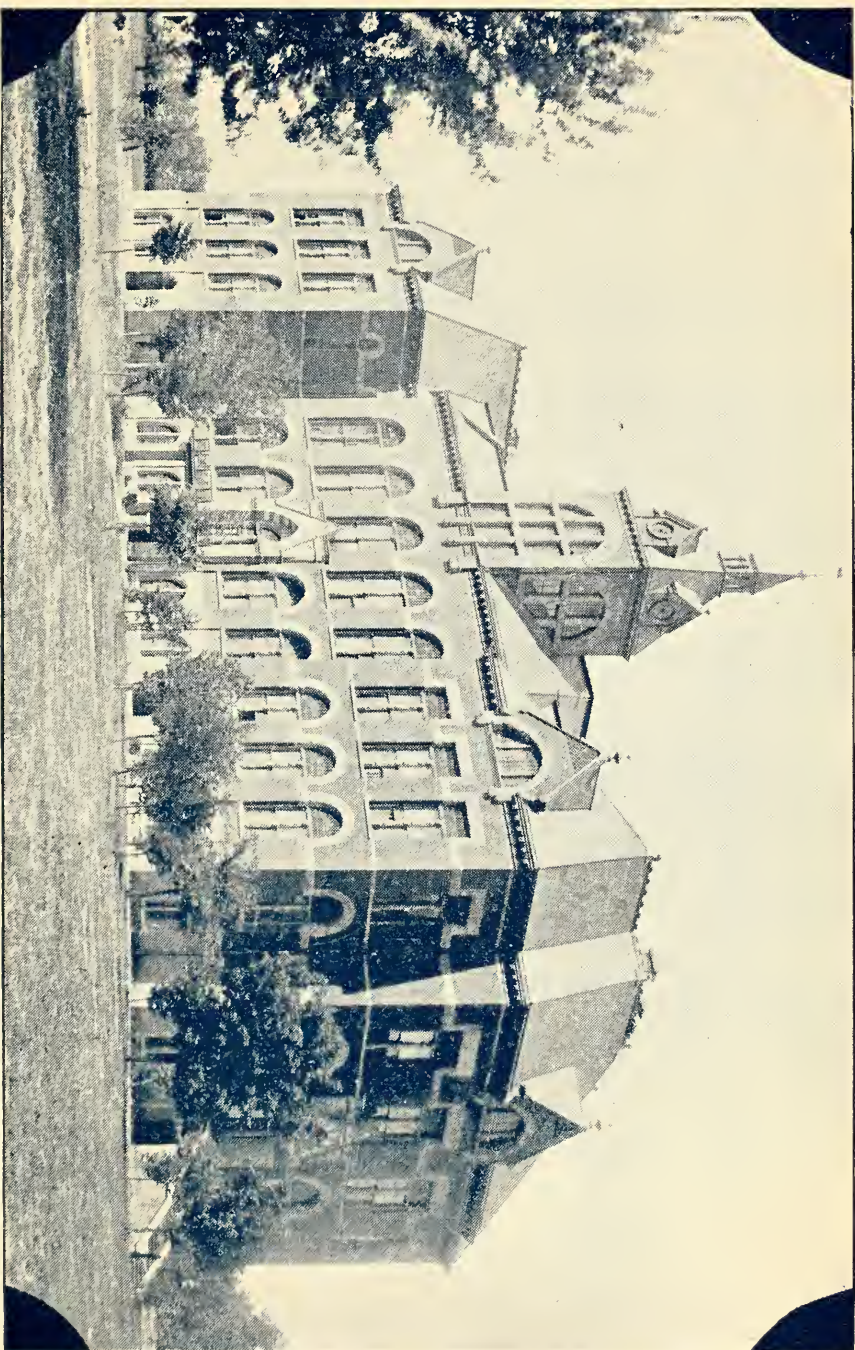


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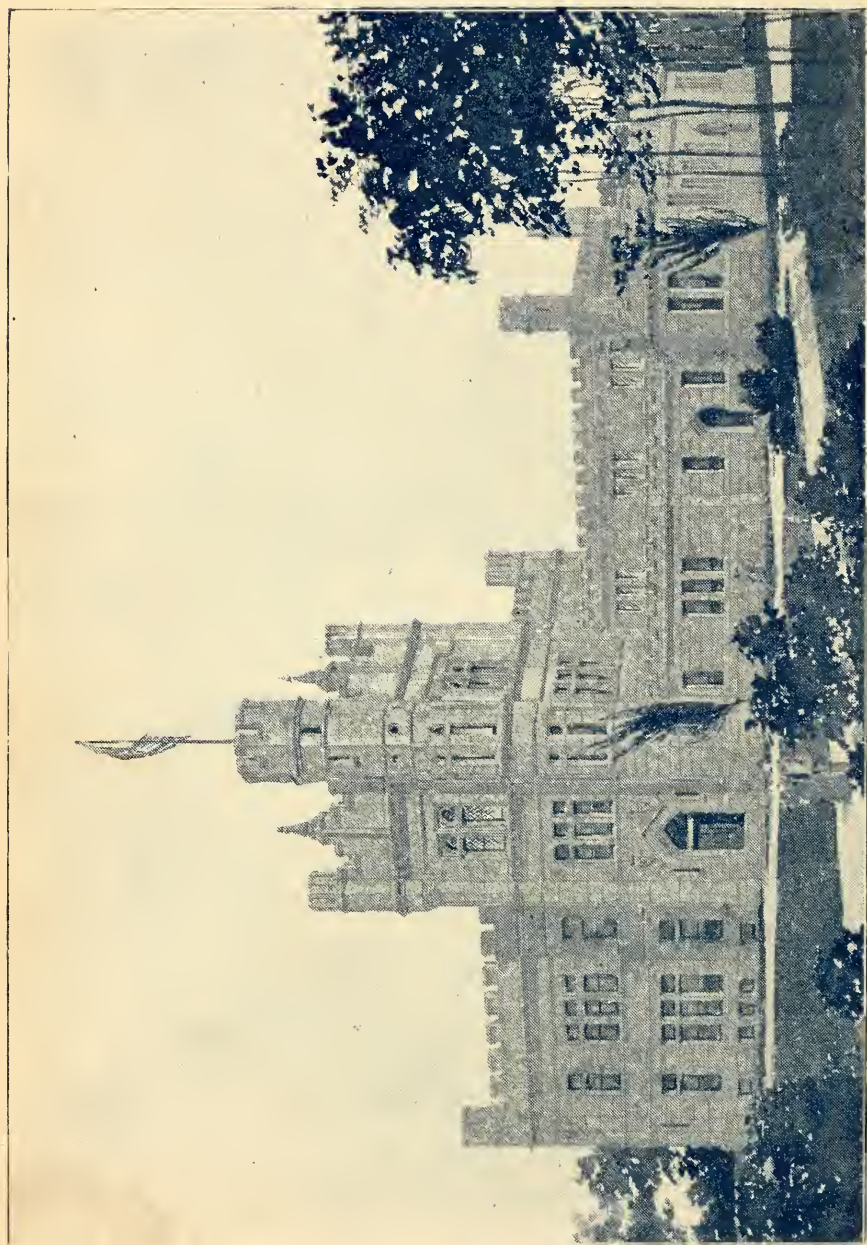
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MAIN BUILDING.





SCIENCE BUILDING



Twenty-fourth

# Annual Catalogue

OF THE

Southern Illinois

State Normal University

CARBONDALE

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1897-98

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Published by the University

## TRUSTEES.

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A. C. BROOKINGS, DuQuoin.

D. W. HELM, Metropolis.

T. O. JOHNSTON, Oregon.

HON. S. M. INGLIS, Ex-Officio, Springfield.

# FACULTY.

---

**Daniel Baldwin Parkinson, M.A., Ph.D., President,**  
Physics, Astronomy, and Psychology.

**Martha Buck,**  
English Grammar.

**George Hazen French, M.A.,**  
Curator of Museum, Natural History, and Physiology.

**Matilda Finley Salter,**  
Penmanship and Drawing.

**George Washington Smith, M.A.,**  
Civics, Geography, and History.

**Samuel Bettes Whittington,**  
Director of Physical Training.

**Samuel Earnest Harwood, M.A.,**  
Method in Arithmetic and Higher Mathematics.

**Carlos Eben Allen, A.B.,**  
Latin, Greek, and German.

**Henry William Shryock, Ph.B., Registrar,**  
Rhetoric, English Literature, Chemistry, and Geology.

**James Kirk, M.A., Superintendent Training Department,**  
Pedagogy and School Law.

**James Henry Brownlee, M.A.,**  
Vocal Music, Reading, and Elocution.

**Adda P. Wertz, Training Teacher,**  
Principal of Primary School.

**Lizzie Parks,**  
Primary Teacher.

**Washington Beaty Davis, Training Teacher,**  
Principal of Grammar School and Bookkeeping.

**Frank H. Colyer,**  
Instructor in Geography, History, and Arithmetic.

**Mary M. McNeill,**  
Instrumental Music.

**Minnie Jane Fryar,**  
Librarian.

**Augusta McKinney,**  
Stenographer and Clerical Assistant.

1898	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
July	3	4	5	6	7	1	2
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Aug.	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
Sept.	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	○	14	15	16	17
	18	19	20	21	22	23	24
Oct.	25	26	27	28	29	30	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Nov.	30	31	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
Dec.	27	28	29	30	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

1899	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
Jan.	1	2	○	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Feb.	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	1	2	3	4
Mch.	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	○	29	30	31	1
Apr.	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
May.	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
June	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	1
	2	3	4	5	6	7	8

1899	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
July.	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Aug.	30	31	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
Sept.	27	28	29	30	31	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	17	20	21	22	23
Oct.	24	25	26	27	28	29	30
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
Nov.	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
Dec.	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6

○ Opening day of term.

✱ Closing day of term.

## HISTORY.

---

**A**N ACT of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The corner-stone was laid on the 17th day of May, 1870. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a Normal Institute of four weeks was opened, with fifty-three pupils attending.

On the 6th day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock p. m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers, and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was



completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1886, appropriated \$152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

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## AIMS.

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Educational institutions may be divided according to their aims into four classes:

*First*, the public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the State. *Second*, colleges and universities, whose object is the general and full development implied in complete manhood and in the best preparation for professional life. *Third*, professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. *Fourth*, such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to cre-

ate and sustain a high standard of educational work. It serves as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the State by teaching in the public schools. If the State needs a great university which shall be a center of educational forces; if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the State. Man is more than all things else, and whatever contributes to his development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess two elements of success: a full development of mental power, and a thorough mastery of the sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there would be no good reason for our existence. Hence we aim, *First*, to insure a broad and thorough culture; and, *Second*, to give special prominence to the professional work peculiar to a normal school.

## GENERAL INFORMATION.

---

### Location, Etc.

Carbondale is a city of about 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by all. The Illinois Central railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

---

### University Calendar.

Fall Term begins Tuesday, September 13, and closes Thursday, December 22, 1898.

Winter Term begins Tuesday, January 3, and closes Thursday, March 23, 1899.

Spring Term begins Tuesday, March 28, and closes Thursday, June 15, 1899.

Length of Terms: Fall, 15 weeks: Winter, 12; Spring, 12.

Closing Examinations for 1898, begin June 13; for 1899, June 12.

Commencement for 1898, June 16; for 1899, June 15.

### Terms of Admission.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must pledge themselves to teach in the public schools of the State for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

To be admitted to the *Normal department* proper of the University, students must have *completed* their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate, in counties where the standard is high. It is quite probable that after this year the requirement will be equal to that of the first-grade certificate. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, an examination and appointment by a county superintendent, the result of an entrance examination, or the completion of our preparatory course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the *Preparatory department*, but in no case for a longer period than two terms except on payment of tuition.

To be admitted to the *Preparatory department*, the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a county or township certificate to this effect, or an examination here. If under sixteen years of age, he will not be required to give a pledge to teach, nor will he receive free tuition.

The *Model school* receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our course of study, excepting all professional work. This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography, Penmanship, B History, Physiology, C Algebra, B Grammar, Book-keeping, B Zoology, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The *entrance examinations* in the common school branches will cover about the same ground and require about the same accuracy as in county examinations where the standard is high.

Those who fulfill other conditions and have an average grade of 85 or more are placed in the Normal department; those whose grades are 70 or above and less than 85, are entered in the preparatory classes; but those who fall below 70 will not be admitted unless their ages would locate them in the Model school.

Applicants for admission should bring letters of recommendation as to moral character, and whatever certificates of examination, or diplomas, they may have.

---

### Expenses.

#### TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the state requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 per term of fifteen weeks, and



\$2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses,	\$9 00	\$6 00	\$6 00
Preparatory Course,	6 00	4 00	4 00
Model School,	4 00	3 00	3 00

The first three grades, no fee.

#### BOARDING.

Board can be had in good families in Carbondale at rates varying from \$3.00 to \$3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to \$2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to \$100.00 per year.

#### BOOKS.

Books are sold at the book stores of the town at reasonable prices. The institution does not deal in text-books.

---

#### Physical Training.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Preparatory department are required to take (must make one passing grade in) physical training: and in order to graduation in any of the Normal courses of study, three passing grades are required in addition to that in the preparatory course. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is

irregular, he must, in this case as in others, take the earlier work first.

---

### **Spelling.**

All preparatory students are required to enter the class in Spelling and remain in the class until their proficiency will justify their discharge. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a professor, will also be assigned to this class. The spelling is conducted by dictation, writing, and defining.

---

### **English Composition.**

All first-year Normal students are required to take English composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English composition will take its place on that day.

---

### **Vocal Music.**

A class in Vocal Music will be organized every term; and, in order to graduation, the student must make one passing grade in this class, unless he shall be excused by the President.

---

### **Instrumental Music.**

This department was created one year ago. A superior piano was purchased and the work put in the hands of a special instructor. Tuition for special students in music, two lessons per week for the fall term, \$18. For each of the other terms, \$15 each. To students taking other work in the school the tuition one-half of the above rate.

### **Diplomas.**

Diplomas are granted to those who complete one of the prescribed Courses of Study.

---

### **Discipline.**

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline. In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

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### **Museum.**

The museum is now to be found in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in Central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

---

### **Apparatus.**

The value of illustrative apparatus can scarcely be over-estimated. The institution has recognized this fact from the first. The General Assembly has from time to time made ample appropriations for this purpose. The new building, recently completed, provides for a larger use of apparatus, more especially in the line of individual research. To supply this demand the legislature again responded in a liberal manner, and the laboratories are fitted up with a full equipment of appliances for doing excellent work in each department.

But the science instruction is not confined to the new building; in the model school careful teaching is done in this line, using, however, the material of the museum and laboratories for their study.

The facilities for teaching physics include, among other pieces of value, electrical machines, electrical dynamo, air pumps with necessary accessory attachments, microscopes, thermo-electric pile, a good selection of Crooke's and Geisler's tubes, electrical rotator, a large Ruhmkorff's induction coil, a McIntosh college stereopticon with vertical attachment and a large selection of scientific views, a heliostat, solar

microscope, parabolic mirrors, wheatstone bridge, and resistance box.

The institution has an excellent chemical laboratory which is well supplied with water, gas, and Bunsen burners for heating purposes; eight large, double working-tables for experimentation and analytical work, each supplied with a full set of reagents, and an ample set of chemical apparatus for all experimental work.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The University has also an excellent telescope from the factory of the noted firm of Clark & Sons, Boston. The instrument has a five-inch object glass, and eye pieces, varying in powers from 50 to 360. This instrument is used frequently in observing the moon, sun spots, the planets and their satellites, nebulae, etc.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which, added to the former supply of maps, makes the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, and recently by the purchase of many historic views.

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### **Library and Works of Reference.**

The University has several complete sets of books of reference — cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which



are placed in the study hall, and in the several recitation rooms, so that the students may consult them at any time.

The library proper occupies a spacious room; it is well furnished, and is open all of each school day, and from nine to twelve on Saturdays. The library contains now over 1,400 volumes, including a professional library for teachers rarely equaled in an institution of this kind.

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### **Literary Societies.**

There are three literary societies. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. These represent the energy of students, and show their devotion to the practical preparation for the public duties of life.

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### **Christian Associations.**

The Young Men's Christian Association and the Young Women's Christian Association each have a well conducted organization, which meets weekly; their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students.

## DEPARTMENTS AND COURSES OF STUDY.

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There are three departments: the Normal, the Preparatory, and the Model School.

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### **The Normal Department**

is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through the course shall not be a novice in his calling when he enters the school-room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy

of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The *training work* is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teacher upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the *Model School*, under the constant supervision of the training teachers of the Normal School.

In this department three courses of study are offered, as follows:

1. THE ENGLISH COURSE. The student who is sixteen years of age and has obtained a certificate of good rank as a teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English Language and Literature, an extended course of mathematics, and all the professional work—methods of teaching in all of its branches, psychology, pedagogy, and practice teaching under the training teacher; this course is fully given on another page.

2. THE ENGLISH-LATIN OR GERMAN COURSE is a four years' course and is the same as the English; with the addition of four years of Latin or German, geology, and astronomy. A geometry and bookkeeping.

3. THE PROFESSIONAL COURSE. This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, practice teaching, drawing, and method work in all the common school branches.

### **The Preparatory Department.**

This course is for those who have completed the eight grades in the Model School or in the common schools, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work.

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### **The Model School**

consists of from seventy-five to a hundred children, who are divided into eight grades corresponding to the grades in the public schools. These are in charge of training teachers and of the superintendent of practice work. The Model School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a model school in the best sense for the development of model teachers.

## COURSES OF STUDY.

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### English Preparatory.

<i>Fall Term.</i>		<i>Winter Term.</i>		<i>Spring Term.</i>	
HOUR.	STUDY.	HOUR.	STUDY.	HOUR.	STUDY.
3	B Botany.	3	B Zoology.	3	B Geography.
4	D Algebra.	4	D Arithmetic.	4	C Arithmetic.
5	C Grammar.	5	C History.	6	B Physics.
6	C Geography.	6	C Reading.	7	B Reading.

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### Latin or German Preparatory.

1	J Latin.	1	I Latin.	1	H Latin.
4	D Algebra.	4	D Arithmetic.	3	B Geography.
5	C Grammar.	5	C History.	4	C Arithmetic.
6	C Geography.	6	C Reading.	7	B Reading.

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### Professional Course.

1	A Geography.	2	A History.	2	A Grammar.
3	C Pedagogy.	3	B Psychology.	3	A Psychology.
4	Practice.	4	B Drawing.	4	A Drawing.
5	A Arithmetic.	5	Practice.	5	Practice.
7	A Reading.	7	B Pedagogy.	7	A Pedagogy.

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### English Course.

#### NORMAL.

#### FIRST YEAR.

1	B Arithmetic.	1	B History.	1	English Authors.
3	B Grammar.	3	A Arithmetic.	2	A Grammar.
4	Physiology.	4	B Drawing.	4	A Drawing.
6	E Pedagogy.	6	D Pedagogy.	5	C Pedagogy.
7	C Drawing.	7	A Reading.	6	A Geography.



## SECOND YEAR.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
1 C Algebra.	1 B Algebra.	1 A Algebra.
2 Civics & Sch. Law.	2 A History.	3 Elocution.
4 Practice.	4 Practice.	4 Practice.
6 & 7 Chemistry.	6 & 7 Zoology.	6 & 7 Botany.

## THIRD YEAR.

1 Rhetoric.	2 B Geometry.	1 English Analysis.
2 C Geometry.	3 B Psychology.	3 A Psychology.
5 General History.	4 Eng. Hist. & Lit.	4 Eng. Hist. & Lit.
6 & 7 A Physics.	7 B Pedagogy.	7 A Pedagogy.

## NOTE.

1. German--May be substituted for the Latin in the Latin Course.
2. Physical Training--Required during Preparatory Year and First Year Normal in both courses.
3. English Composition--In the place of Physical Training on Wednesday of each week and for the same terms.
4. Bookkeeping--Fall and Winter terms when a sufficient demand occurs.
5. Phonics and Word Analysis--Winter term.
6. Vocal Music--Every term.
7. Spelling and Writing--In Preparatory Course till excused.
8. Greek and Advanced Latin--upon sufficient demand.

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Latin or German Course.

## NORMAL.

## FIRST YEAR.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 B Arithmetic.	1 B History.	1 English Authors.
2 G Latin.	2 F Latin.	2 A Grammar.
3 B Grammar.	3 A Arithmetic.	3 E Latin.
6 E Pedagogy.	4 B Drawing.	4 A Drawing.
7 C Drawing.	6 D Pedagogy.	6 A Geography.

## SECOND YEAR.

1 C Algebra.	1 B Algebra.	1 A Algebra.
2 Civics & Sch. Law.	2 A History.	3 Elocution.
3 D Latin.	3 C Latin.	4 B Latin.
4 Physiology.	7 A Reading.	5 C Pedagogy.

## THIRD YEAR.

1 Rhetoric.	3 B Psychology.	3 A Psychology.
4 Practice.	4 Eng. Hist. & Lit.	4 Eng. Hist. & Lit.
5 A Latin.	5 Practice.	5 Practice.
6 & 7 Chemistry.	6 & 7 Zoology.	6 & 7 Botany.

## FOURTH YEAR.

2 C Geometry.	1 Geology.	1 English Analysis.
4 Eng. Literature.	2 B Geometry.	2 A Geometry.
5 General History.	6 Physical Geography.	5 Astronomy.
6 & 7 A Physics.	7 B Pedagogy.	7 A Pedagogy.

# PROGRAM OF RECITATIONS—FALL TERM

1	.....	.....	.....	2C Alg.....	J Latin <sup>1</sup> ..	3 Rhetoric	.....	1B Arith.	.....
2	.....	.....	.....	2 Civics..	3C Geom.	G Latin <sup>1</sup> ..	+BEn.Com	2Sch. Law	+C Read.*.
3	.....	1B Gram.	+B Botany	1B Draw.*	.....	D Latin <sup>2</sup> ..	.....	1C Ped. 2*	2Elocut n*
4	.....	1Physiol. 2	.....	1B Hist.*	+D Alg.....	G Germ'n <sup>1</sup>	Eng. Lit. 4	.....	1B Read.*.
5	.....	+C Gram.	.....	.....	.....	A Latin <sup>3</sup> ..	1A Eng. Com.	.....	3Gen. Hist. 4.
6	3A Phys. 4	.....	.....	+B Geog.*	.....	D Germ'n <sup>2</sup>	2Chem. 3.	1E Ped.	.....
7	A Physics	.....	.....	1C Draw	.....	J German <sup>1</sup>	Chemistry	.....	Music..

## WINTER TERM.

1	.....	.....	.....	1B Hist.....	2B Alg.....	1 Latin <sup>1</sup> ..	Geology 4	.....	1B Arith.*
2	.....	1B Gram.*	.....	2A Hist.....	2B Geom.	F Latin <sup>1</sup> ..	+B Eng. Com.	.....	+B Phys. Tr.
3	3B Psy.....	.....	+B Zool.....	.....	1A Arith.	C Latin 2	.....	.....	.....
4	.....	.....	1B Draw	3Eng. Hist.	.....	C Germ'n <sup>2</sup>	3Eng. Lit.	.....	+D Arith..
5	.....	.....	1A Draw*	.....	.....	A Germ'n <sup>3</sup>	1A Eng. Com.	.....	+C Hist....
6	.....	+C Gram.*	2A Zool. 3.	.....	Phys. 4	F Germ'n <sup>1</sup>	.....	1D Ped	+C Read.
7	.....	A Zool.....	.....	.....	Geog.	I German <sup>1</sup>	.....	3B Ped. 4	1A Read. 2

## SPRING TERM.

1	.....	3Eng. Anal. 4	+Botany*.	.....	2A Alg.....	H Latin <sup>1</sup> ..	1Eng. Auth.	1E Ped.*.	.....	1B Arith.*
2	.....	1A Gram.	1Physiol. 2*	.....	2A Geom.	B Germ'n <sup>2</sup>	+BEn.Com	.....	.....	+B Phys. Tr.
3	3A Psy.....	1B Gram.*	.....	1B Draw.*	+B Geog.	1A Arith.*	E Latin <sup>1</sup> ..	.....	2Elocution	1B Hist.*.
4	.....	.....	.....	1A Draw.	3Eng. Hist.	B Latin <sup>2</sup>	3Eng. Lit.	.....	.....	+C Arith.
5	Astron. 4.	.....	.....	.....	.....	E Germ'n <sup>1</sup>	1A Eng. Com.	1C Ped. 2.	.....	1A Phys. Tr.
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Explanation of symbols. { Irregular classes. Numbers { On the left only. No. of year in both courses. On the right only. No. of year in Latin course.

## SYLLABUS OF WORK.

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### Psychology.

D. B. PARKINSON.

(B) McLELLAN AND DEWEY. — Nine weeks of the eighth term are occupied in the use of McLellan's Applied Psychology; the latter fourth in the use of the first three chapters of Dewey's Psychology.

Special emphasis will be given to the discussion of the relation of Psychology to education. Without doubt, the practical teacher is more in need of a knowledge of the principles that underlie the correct methods of imparting knowledge than he is in the more remote problems that concern the student of philosophy.

While the work of the term may be regarded as somewhat introductory to that which follows, it is of such a character that it will call forth the most diligent effort on the part of the student. He will at once recognize the practical value of the instruction received.

The chapters on "Method of Interrogation" are prepared to exhibit the relation of the science to the most approved method of education.

The importance of "Kindergarten Work and Self-Instruction" are too valuable to escape the attention of so thoughtful an author; hence these receive their share of consideration.

A due amount of stress is given to the presentation of outline methods on some of the more important subjects taught in the public schools. These are based

on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to secure a thorough preparation for his work.

The views of the author are so thoroughly in sympathy with the author of the text used for the advanced class, that it is easy to pass to the study of Dewey's *Psychology* for the last fourth of the term, taking the first three chapters.

The institution is supplied with some valuable apparatus recently purchased for the laboratory work and tests. These add to the interest and efficiency of the introductory work and aid in making the study highly practical.

(A) DEWEY.—The ninth term is given to all but the first three chapters; these having been considered in the latter part of the previous term.

With the preparation thus made, the student is now capable of giving the subject more philosophic study. The author has studiously endeavored to confine his discussions to the more modern views, and has purposely eliminated much that specifically belongs to Metaphysics. He has made a diligent effort to aid the teacher in understanding the vital relation of the science of mind and the important work of instruction.

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## **Pedagogy and School Law.**

JAMES KIRK.

(E)—The work of this term pertains to the organization and management of schools, and is discussed under the following heads:

Necessity for the public schools; the functions of the school; what the school ought to accomplish.

THE TEACHER.—The teacher's qualifications; necessary preparation for his work; means of advance-



ment in his profession; his relation to school officers; his relation to patrons and the community.

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term, temporary and permanent organization; program, rules and discipline; school records.

THE RECITATION.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D)—Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions, and means of school government; will training, school incentives; punishment; right conduct.

(C)—Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B)—PHILOSOPHY OF EDUCATION.—The Philosophy of Education, by Rosenkranz, is the basis for this work, and the work in A Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention.

The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture—in the education of the will, are duly considered.

(A)—The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated, is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the National and the Theocratic systems combined in the Humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

### **School Law.**

The school law of Illinois is the text in this subject, and questions involving knowledge of court

decisions on practical questions, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

### **Practice Teaching.**

Three terms of practice in teaching are required, usually, of all who complete the course of study. This teaching is done under the supervision of experienced training teachers. Each pupil teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticism and advice is given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school, each pupil teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

Practice teaching will be required at the time designated by the superintendent of the training school, but this time will correspond, usually, to the time assigned to this work in the course.

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### **Grammar.**

MARTHA BUCK.

Two terms in the Normal department have grammar as one of the required branches.

Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate.

The aim is two-fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of forms, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them.

The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, a term is used for English analysis. The difficult points in grammar are studied. Entire compositions are ana-



lyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.

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### Department of Reading, Elocution, and Phonics.

JAS. H. BROWNLEE.

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#### READING—*Columbian Fifth Reader.*

(C)--This supplies practice in the difficult art of oral reading. The principles of expression are so set forth as to make all practice intelligent and therefore improving. Especial attention given to orthoepy. The organs of breathing, of voice, and of speech, explained and illustrated by casts. Exercises in articulation, and in breathing; the attributes of a good voice; literary analysis of selections; biography of authors, etc.

(B)--Elements of speech, with articulative exercises; orthoepy; slur and emphasis; slides and waves; pause; impersonation; melody and cadence. Exercises in breathing; practice in attitude, vocal culture, and gesture. Literary and elocutionary analysis of selections.

(A)--Books used: *English and American Classics.*

Importance of reading in modern education; kinds of reading, silent and oral; general divisions, primary, intermediate, and advanced; the four methods of teaching beginners; general principles involved in primary work; methods for variety in intermediate grades; relation of comprehension to expression.



Outline for pupils in advanced reading; literary and elocutionary analysis; classes of ideas; application of elocutionary principles to reading.

ELOCUTION—*Hamill*—What it is not; what it is. Analogies between elocution and the other fine arts. Expression and its agencies; voice and action. Exercises in breathing and in attitude; kinds, actions, and forms of breathing; voice and its attributes; quality, pitch, force, stress, and time, with voice culture; facial expression, hues, features; sorts of gestures, with class exercises; elocutionary analysis and practice; sources of power in delivery.

### Phonics.

Speech and its origin; number of elements in speech; number in English speech; their classification; vowels and consonants; tonics, subtonics, and atonics. Subdivisions of vowels; table of diphthongs, with analysis; subdivisions of consonants, soft and hard checks; labials, dentals, linguals, etc; table of correlatives; complete table of elements; diacritic marks. Phonic spelling; special drill upon difficult vowels and combinations of consonants. Reasons for the study of phonics in the schools. Word analysis during last month of the term.

### Vocal Music.

This department comprises instruction in the following: piano, voice, harmony, history, analysis, and aesthetics.

One term of vocal music is required in order to graduation in any Normal course. The Natural Course in Music, by Ripley and Tapper, is used in these chorus classes. The aim is to give as thorough knowledge of theory as is possible to obtain in the limit of time, and also, to give smoothness and

strength to the voice. Charts are used for class instruction, but each student in this study must be provided with a music reader.

The student throughout his term of school is encouraged to cultivate and love this refining art, which cannot fail to raise his mind to loftier purposes, and inspire him with a love for all things pure and holy.

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## **Department of English Literature and Rhetoric.**

H. W. SHRYOCK.

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### **RHETORIC AND COMPOSITION.**

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The greatest obstacle to spontaneity is self-consciousness. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that one-third of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straight-forward, English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

COMP. B. Text, *Studies in English Composition*, Keeler. This class meets once a week through the entire year.

COMP. A. Text, *Outlines of Rhetoric*, Genung. This class meets once a week through the entire year.

RHETORIC.—Text, *Forms of Discourse*, Cairns. This class meets five times a week through the Fall term. For supplementary work, Genung's *Hand Book of Rhetorical Analysis* is used.

LITERATURE.—ENGLISH AUTHORS. Text, *Introduction to English Literature*, Painter. This study runs through the Spring term. In addition to the work given in Painter, a special study is made of English fiction.

FALL TERM.—ENGLISH LITERATURE. Texts, *Primer of English Verse*, Corson; *Primer of English Literature*, Brooke. Selections studied, *Prologue to Canterbury Tales*, *Macbeth*, two books of *Paradise Lost*, *Princess*, and *Silas Marner*.

WINTER TERM.—Text, *Manual of English Prose*, Minto; *English Prose from Elizabeth to Victoria*, Garnett. A part of this term is devoted to a special course of English fiction.

AMERICAN LITERATURE.—Text, *Introduction to American Literature*, Matthews. Works studied, *Last of the Mohicans*, *Marble Faun*, *Autocrat at the Breakfast Table*, *Essay on Compensation*, *Keramos*, *Snow Bound*, and *Vision of Sir Launfal*.

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### Latin and German.

C. E. ALLEN.

#### LATIN.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for the work of teaching the language in the

high schools of the State, or for entrance to the college and university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others.

Ten terms of Latin are required of all pupils completing the English-Latin course, and two additional terms are offered to those who are preparing to teach Latin or desire further drill in the subject.

The *Roman* method of pronunciation is used.

*First Term* (K) "First Latin Book," Collar and Daniell. About forty lessons are completed during this term.

*Second Term* (J) The "First Latin Book" is completed and a thorough review in Etymology and Syntax is given.

*Third Term* (I) Selections from Eutropius as given in "First Latin Readings." Prose composition based on the text. Constant use of the grammar (Harkness).

*Fourth Term* (H) Nepos and Cæsar, from "First Latin Readings." Prose composition daily.

*Fifth Term* (G) Cæsar's Gallic War, Book I. Special drill in grammar and daily exercises in prose composition.

*Sixth Term* (F)—Vergil, Greenough and Kittredge. Scanning and Mythology.

*Seventh Term* (E)—Continuation of course F.

*Eighth Term* (D)—Six books of the Aeneid, completed. Vergil's Eclogues. Papers on special topics assigned to pupils.

*Ninth Term* (C)—Cicero, Allen and Greenough. First three orations against Catiline with prose composition based on the text.

*Tenth Term (B)*—Cicero. The fourth against Catiline, the orations for the Manilian Law and the poet Archias.

*Eleventh Term (Optional)*—Ovid. Selections from the *Metamorphoses*; 1,500–2,000 verses. Greek and Roman Mythology.

*Twelfth Term (Optional)*—Reading of some more advanced text. Review of grammar. Discussion of text-books and methods of teaching.

### GREEK.

Greek is not required in any course, but classes will be formed as heretofore whenever there is a sufficient call for them.

### GERMAN

The English German course has ten terms of German. Pupils who have had no previous training in the language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

Collar's *Shorter Eysenbach* is the text-book for the first year of this course.

Supplementary reading is taken up from Super's *Elementary German Reader*, from Baumbach's "*Im Zwielight*" I, and from Storm's "*Immensee*," during the first year.

Composition work is resorted to frequently, thus enabling the pupil to make use of the acquired vocabulary. Light poetry is committed to memory.

During the second year the scope of the work is considerably enlarged. Baumbach's "*Im Zwielight*" II, Freytag's "*Die Journalisten*," "*Novelletten Biblio-*



thek" II. and Harris' German Composition, together with Thomas' Grammar, are used, and with the pupil's advanced knowledge of grammar and words, the compositions become more difficult. Part of the lessons are conducted wholly in German.

The third year the pupil studies literature, especially the great masters. Klemm's *Literaturgeschichte* serves as a good guide, but the best writings of Lessing, Schiller, Goethe, Heine, Rueckert, etc., will be read and studied.

It is intended that this course shall fit the students for entering the best universities of this country. Graduates will also be enabled to teach the language in preparatory or high schools.

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### **Department of Mathematics.**

SAMUEL E. HARWOOD.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the process and forms of expression in the several subjects.
2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.
3. To show the value of each subject in its relation to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

#### **ARITHMETIC.**

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

(D)—*McLellan and Ames*.—This class will study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and Decimal.
4. Compound numbers.
5. Metric System.
6. Ratio and proportion.

(C)—This class will continue the work of the preceding, using these:

1. Percentage and its applications.
  - Profit and loss.
  - Stocks and bonds; premium and discount.
  - Commission and brokerage.
  - Insurance.
  - Revenue and taxes.
  - Interest: Simple, annual, and compound.
  - Partial payments, discounts.
  - Simple exchange.
  - Equation of payments.
2. Partnership.
3. Roots.
4. Mensuration.

(B)—*First Term—Beman and Smith*.—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the *why* will be required.

Questions of mind activity and consequent pedagogy will be incidental.

(A)—*Second Term*.—This term is given entirely to method work in number and form, the history of Arithmetic, and the study of current views of number teaching.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation

of plans for special lessons, and the actual experiment with these plans in the training school, are the phases of work attempted.

ALGEBRA.—*Wentworth.*

(C)—*Fourth Term.*—To simultaneous equations. Outside illustrative and test work. History of Algebra. Its pedagogy.

(B)—*Fifth Term.*—To logarithms. As above, in other phases.

(A)—*Sixth Term.*—Finish, other work as above.

GEOMETRY—*Wentworth.*

(C)—*Senior Year, First Term.*—To Book III. History and Pedagogy.

(B)—*Senior Year, Second Term.*—Finish Plane Geometry.

(A)—*Senior Year, Third Term.*—Solid Geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

One term will be taught in the preparatory course. The work will cover algebraic notation, fundamental processes, the equation, and the application of axioms. Familiarity with these elementary forms will be the aim.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

## HIGHER MATHEMATICS.

Classes in higher mathematics will be formed as demanded.

The department has a handsome transit and other surveyor's instruments.

Analytical geometry and calculus can be had, if a sufficient number desire them.

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**Department of Biology and Physiology.**

G. H. FRENCH.

*B. BOTANY*—Structural and Systematic Botany, Campbell.

In our present course of study the program of recitation provides for two consecutive hours' work in botany in the Spring term. The first of these two hours is to be given to the text-book, and this is the *B Botany*. The second of the two hours is to be devoted to the laboratory work, and this constitutes the *A Botany*, or Plant Biology.

The text-book begins with the Cryptogams, a considerable portion of the book being given to this interesting but difficult branch of plants. As each group is taken up the pupil will make a study of one or more plants in that group so far as obtainable. Some of the marine forms may be examined without making a biological study of them. To make this study the pupil will use the microscope and such other apparatus as will be necessary, and will make drawings and notes of the plants studied. Suitable books of reference will be at hand so that the pupil may identify his specimens, as knowing what is studied will form an essential part of the work.

Pupils who have Gray's School and Field Book are requested to bring it, as it is expected to use this in a

review of the use of the key in analyzing a few flowers when phanerogamic botany is reached. Each pupil will be assigned a drawer in one of the laboratory tables, and the book can be kept there with his tablets of notes and drawings.

*A BOTANY.*—No text-book will be required in this, but Dodge's *Elementary Practical Biology* will be used as a laboratory manual, to be furnished by the school. Each pupil will furnish for his own use a set of Boyer's *Laboratory Blanks*, consisting of a block of drawing paper, a block of ruled paper for notes, and a set of covers for holding the drawings and notes after they are made. This work will be wholly laboratory work, of such a nature as to give the pupil some knowledge of the methods of investigation now in use in the best schools of the country, and fit him to teach biology in the high schools.

The drawings and notes made in the study of the subjects in the text-book, and forming part of the recitation work of the *B Botany*, will be supplementary to the work with *Laboratory Manual*. So much of histology will be put into this work as will enable the pupil to make dry, glycine, and balsam mounts, and the preparation of specimens for sectioning and staining.

All drawings and notes are to be made in the class as the work is done, and are to be left in the drawers assigned to the pupil, at the close of the recitation hour.

*MATRICULATION.*—At the beginning of each term, as each pupil is assigned a drawer and seat at a table in the laboratory, he will be furnished with a slide box, slides and cover glasses, gummed labels, a hand lens, forceps, and a dissecting needle, for which he will pay the current list price as found in a Bauch and Lomb catalogue. At the close of the term he will receive pay for whatever of these he returns, at the same rate. If



the same pupil is working in Zoology or Physiology during the same term, he will have the same drawer and seat assigned him, and the above material may be used in these studies as far as it goes. If more material is needed before the close of the term, it will be furnished at the same rates. Other apparatus or material will be furnished by the school.

*B ZOOLOGY.—Holder.*—A course similar to the one pursued in *B Botany* will be in use here. As far as possible the animals representing each group will be studied as illustrative of the group. The first branch, Protozoa, will be studied at more length than is given by the text-book, by blackboard outlines and the animals to be found here in our ponds. In the lower groups, notes and drawings will be made of the animals studied, and these will be supplementary to this work in the *A Zoology* or *Biology*. In the higher groups the museum will furnish the materials for illustration.

*A ZOOLOGY.*—The second hour of the two consecutive hours devoted to recitation in Zoology in the winter term is given to this part of the study or animal biology. The same book is used for a laboratory manual as in *A Botany*, and the Boyer's blanks are used for the notes and drawings. As in the *A Botany*, each pupil upon entering the class will be assigned a seat and drawer at one of the laboratory tables. The notes and drawings are to be made in the room from the object studied and not from some book, and are to be left in the drawer assigned, at the close of the work, the same as in the botany work.

As in Botany, some histology will be introduced into this term's work. It is expected to make the pupil sufficiently familiar with histological methods that he can readily make his own permanent mounts for illustrative work in either Zoology or Physiology, as

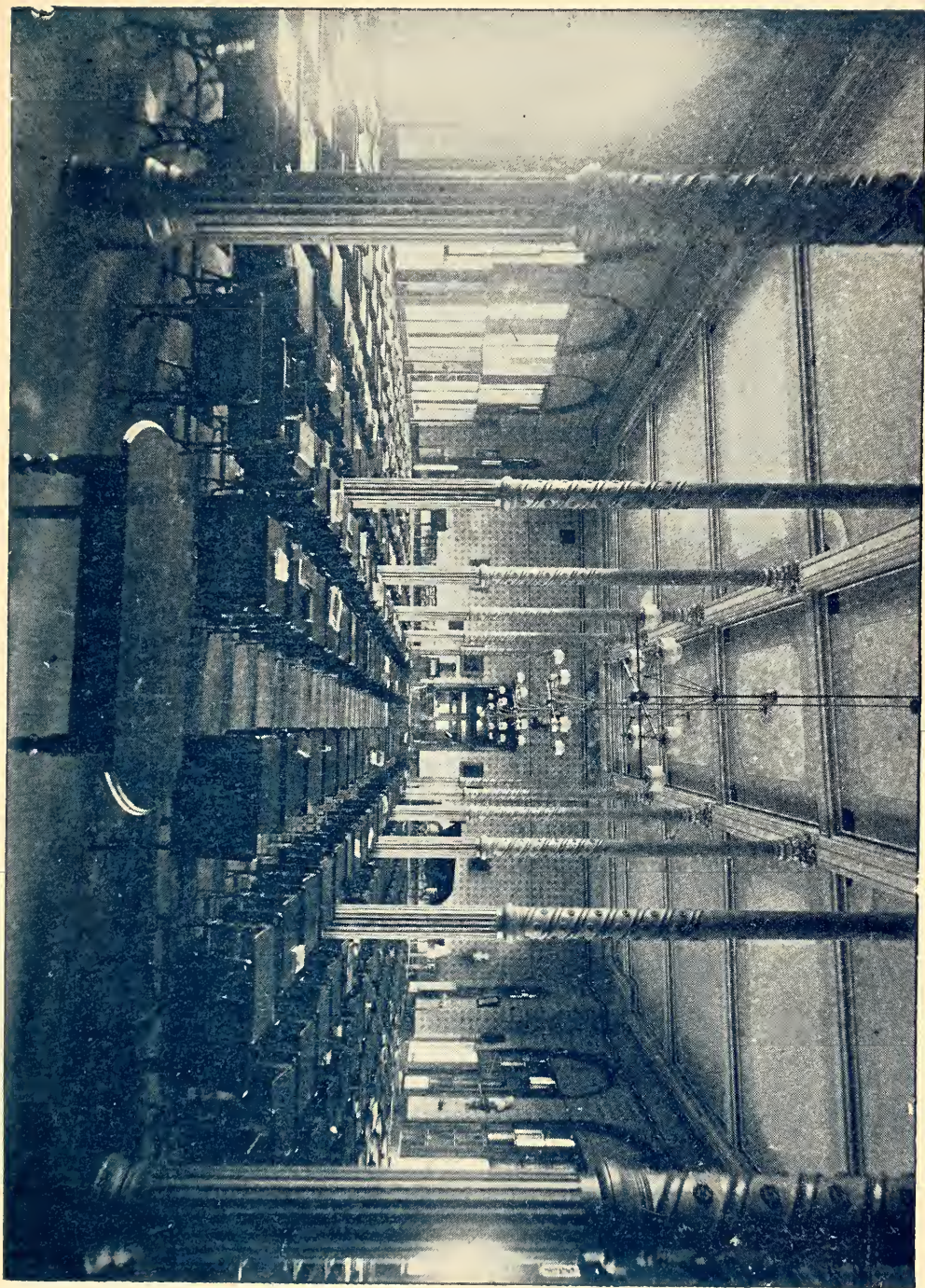
well as to preserve for future study, microscopic plants or animals when he finds them.

MATRICULATION.—For this see this topic under *A Botany*.

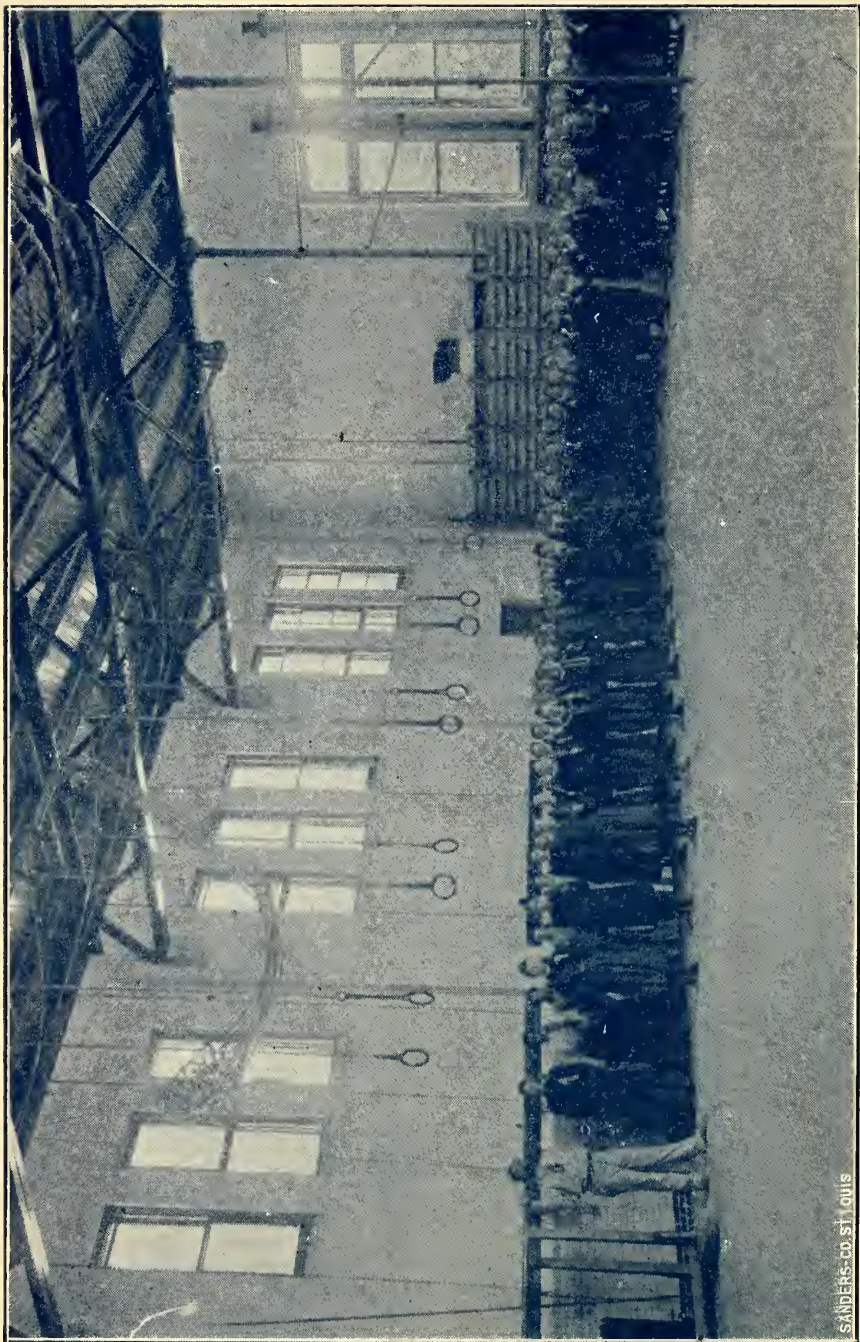
PHYSIOLOGY, *Tracy*.—The book study will be what is outlined in the text-book. In addition to the usual illustrations by the use of the skeleton and charts, about half of the recitation hours will be devoted to laboratory work consisting of dissection and histology, using the new laboratory Manual of Dissection and Histology, by the teacher of this department. At first the pupil will be instructed in preparing by hardening or decalcifying and hardening his material for sectioning, and then section, staining and mounting it. About the middle of the term, dissection is begun, making the dissection a review of the subjects after they have been studied in the text-book. After an organ or a set of organs has been studied by dissection, the mounts are taken and parts of the same organ are studied histologically.

MATRICULATION.—Upon entering the class, each pupil will be assigned a seat and drawer at one of the laboratory tables. He will be furnished a slide box, slides and cover glasses, and gummed labels, and some other material if he desires it, for which he will pay the current list price as found in a Bausch & Lomb catalogue. If he returns any of this material at the close of the term he will receive pay for material returned at the same rate. He will supply himself with a set of Boyer's Biology blanks in which to make his notes and drawings.









SANDERS CO. ST. LOUIS

GYMNASIUM.

## Department of Physical Science.

D. B. PARKINSON. /

H. W. SHRYOCK.

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### PHYSICS. - *Avery.*

Two consecutive hours per day for the entire term of fifteen weeks are given to this science, coming the seventh term in the English course, and the tenth in the Latin course.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time to each; usually the first hour to the discussion of (1) phenomena, (2) principles, and (3) laws, and the latter half of the time to individual research and proper note taking.

The new physical laboratory is now well equipped with excellent working tables made expressly for the institution. The water and the gas supply is abundant and very convenient for immediate use.

In addition to the regular class placed in the seventh term of the regular Normal course, provision is made for those who have not studied the subject to take it as a part of the preparatory work, and also for those teachers who may have studied the science without access to physical apparatus, and desire to review the subject. This class is provided for during the spring term.

The institution almost from the very beginning has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces until the school now possesses quite an extensive equipment of illustrative material.



ASTRONOMY—*Todd.*

This study is required only in the Latin course during the twelfth term, but may be optional in the English. The text adopted is warmly in accord with the modern ideas relative to laboratory work. Many simple devices are suggested by the author which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student obtains as soon as possible a geometrical concept of the celestial sphere.

Less importance will be given to the memorizing of data than to the exercise of thinking, and securing a clear conception of the matchless beauty and grandeur of the solar system as exhibited in its unity and symmetry, and the marvelous precision of motions.

But one term is given to this science. On account of the limitation of time the study is confined largely to descriptive astronomy; enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the institution is frequently employed in giving the students a view of the object they are studying, more particularly of the sun and sun spots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

It is claimed that there is no subject in the entire range of the course of study that presents as favorable conditions for strengthening the imagination, and developing at least a partial conception of the magnitude and grandeur of the universe as does astronomy.

In teaching the branches named in this department, special stress is given to the creation of the true scientific spirit, engendering an intense desire to know, and a correct method of inquiry and research.

#### CHEMISTRY—*Williams.*

The new building furnishes the same improved conditions for the work in Chemistry as named for the work in Physics. The subject is introduced by a goodly number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is then dwelt upon. This is followed by the study of a number of elements which are the constituents of some of the more common substances such as the air, water, etc., giving special emphasis to their physical and chemical properties, their occurrence, preparation, tests, etc.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

By this time the student is prepared to appreciate the study of the elements by groups, such as the chlorine group, the sulphur group, the carbon group, and others, in the most favorable order.

Students in this branch are allowed two consecutive hours per day for fifteen weeks; the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams's Manual for a guide.

#### GEOLOGY—*LeConte.*

The study of Geology is presented as follows: first, dynamical; second, structural; third, historical.

The material in the museum furnishes excellent specimens of the different varieties of geological forma-

tions, typical fossils, an excellent collection of minerals, and other material necessary for the proper study of the subject

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work the state "Geological Reports" are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of the public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

#### MINERALOGY—*Foye.*

Although the time given to the study is very short, in view of the importance of the subject, it has been thought wise to afford the student an opportunity to become familiar with the processes of Determinative Mineralogy. This is wholly laboratory work. To aid in this the student has access to complete scales of hardness, fusibility, fracture, and cleavage. About three weeks of the term are devoted to this subject.

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#### Department of History and Geography.

GEO. W. SMITH.

FRANK H. COLYER, *Assistant.*

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HISTORY OF THE UNITED STATES. TEXT, CHANNING.

(C)—This class is expected to begin with the opening of the text, and complete the work to the organization of the government under the constitution. The work falls under three heads—

FIRST. THE INTRODUCTION. 1492–1606.

A brief consideration of the physical features of the United States as a basis for the home of various institutions soon to be planted in the New World.

General slope of the land to the Atlantic Ocean.

Mean annual temperature.

Rainfall.

Character of soil.

Natural products.

Adaptation to commerce, and to various other occupations.

A somewhat careful study of the extent and basis of European claims to territory in the New World.

Early geographical ideas of Western Europe.

Voyages and discoveries of representatives of Spain, England, Holland, and France.

## SECOND. PERIOD OF GROWTH OF LOCAL INSTITUTIONS. 1606-1760.

Because our institutions have grown out of English ideas, some stress is laid upon institutional life in England, especially at the time of the founding of permanent settlements in America.

A more careful study of the planting of institutional life in the New World, as exemplified in the various forms of governments; churches; schools; homes, or society; and industries.

A study of the diffusion of rights and privileges, with Massachusetts as a typical colony, along the five lines of institutional life.

Liberal spirit of the charter of the Massachusetts Bay Colony.

Extension of suffrage.

Enlargement of the General Court.

The privileges in the town meeting.

Body of Liberties.

Growth toward religious toleration.

Sovereignty of the local church congregation.

Free public schools.

Early founding of Harvard.

Printing press.

Freedom of the New England home from aristocracy.

Legislation affecting the English law of primogeniture.

Freedom in choosing occupations in New England.

Variety in occupations.

Resulting diffusion of wealth.

A study of the centralization of rights and privileges in institutional life, with Virginia as a typical colony.

Slaveholders only held public office.

The suffrage was restricted.

No democratic meetings in towns, as in Massachusetts.

The English Church dominant. The vestrymen were always from the wealthier families.

Great gap between the families of the rich and the poor.

No free public schools. Education was limited to the children of aristocratic families.

All great social functions belonged to the one class.

The contrast of the two kinds of homes.

The idle whites.

The indentured servants.

The negro slaves.

Impossibility of the poor white's improving his condition.

Thus wealth centralized.

### THIRD. THE PERIOD OF THE GROWTH OF UNION. 1760-1789.

Union against England on the basis of the rights of the colonists as Englishmen.

The colonists readily united against Indians, French, and Spanish, because they were all of English descent.

The navigation laws tended to unify the colonists as well as to alienate them from England.

Restrictions in manufacture in America had a similar tendency.

Otis's great argument against the Writs of Assistance was on the ground that the colonists were Englishmen, and had rights as such.

The Stamp Act was resisted on the ground of rights as Englishmen. To maintain these rights, organizations sprang into existence. Some of these were: Sons and Daughters of Liberty, Committees of Correspondence, Non-Importation Societies, Massachusetts Circular Letter, Declaration of Rights by Massachusetts, 1661; Declaration of Rights by Stamp Act Congress, 1765; Declaration of Rights by Continental Congress, 1774.



Union against England on the basis of rights of the colonists as men.

The final petition of the Congress of 1775 to the king, on the basis of rights as Englishmen.

The Declaration of Independence is a proclamation of the rights of man.

Prosecution of the revolutionary war, on the basis of the rights of man to political freedom.

Union of the States on the basis of State Sovereignty as shown in the history of the times from 1776 to 1789.

Delay in Congress of one year in recommending the Articles of Confederation to the several states for ratification. The articles recognized the allegiance of the people to the state. The states sent representatives to the congress. All of the troubles which grew up relative to the subjects of domestic trade, commerce, and meeting the public debt, had their origin in the sovereignty of the state.

Union of the States on the basis of the Sovereignty of the Nation.

The claim to western land released, indicating movement toward national union.

Ordinance of 1787.

Financial stress.

Shay's Rebellion hurries consideration of a stronger government.

Alexandria convention.

The Annapolis convention.

The Constitutional convention, 1787.

The ratification by the people of the states.

Elections preceding the transfer of the old government to the new.

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NOTE—The above grade of work falls in the preparatory course.

(B)—This class completes the text begun by the foregoing class. The work will fall under the following general head:

#### FOURTH. THE DEVELOPMENT OF NATIONALITY, 1789-1898.

A struggle between nationality and democracy as shown by an analysis of events from Washington's inauguration to that of Jefferson. This struggle is shown in the discussion and settlement of the following questions:

Unconscious movement toward Nationalism as shown in the national elections of electors, representatives, and senators.

Conflict between the strict and loose constructionists.

The first tariff law, Assumption and Funding acts.

The excise law, the bank of the United States, and the mint.

The neutrality proclamation and its effect.

Jay's treaty.

Alien and Sedition laws.

Naturalization laws.

Kentucky and Virginia resolutions.

Causes of Federalist defeat and Democratic success.

Democracy approaches nationality, as shown in the settlement of all great questions from the inauguration of Jefferson to that of Jackson.

The solution of great national and international problems necessitated the use of national machinery.

Strict construction set aside in the Louisiana purchase.

Growth of the national spirit in the region west of the Alleghanies.

Non-importation and Embargo acts.

The national spirit as exhibited in the War of 1812.

Increase in tariffs and internal improvements.

Rechartering of the United States bank.

Decisions of the Supreme Court.

Fusion of Nationality and Democracy in the election of Jackson and his immediate successors.

Spontaneity of Jackson's three years' campaign.

To the victor (the people) belong the spoils.

The fight against the United States Bank.

Jackson's second nomination was by a great national convention.

Distribution of the surplus.

Independent treasury scheme.

The great campaign of 1840.

Conflict between nationality and slavery. To see the contest in its true light, we must go back and trace the movement to 1865.

Slavery in the Constitutional convention.

The first Fugitive law.

The early petitions to congress to restrict slavery.

The plan of admitting states, up to 1820.

The Missouri compromise.

Nullification in South Carolina.

The Mexican war sectionalizes the country.

Compromise of 1850.

The Kansas-Nebraska bill.

Dred Scott decision.

Secession nationalizes the North.

Emancipation and amendments to constitution.

Triumph of nationality.

The enumeration of the preceding topics should not be interpreted to mean that only the political phase of the life of our people is studied. Care is taken to have the pupil see the relation of the home, the church, the school, and the industries to every phase of political life.

#### METHODS. TEXT, MACE.

(A)—It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases, and events.

The following is a brief outline of the philosophical discussions.

### Essential elements of history:

Form and content.

Continuity and differentiation.

Five great institutions—not always co-ordinate.

Organic unity in institutional life.

### Processes involved in organizing history.

Nature of organization.

Organizing principle.

Processes in organization.

### Process of interpretation—forms of thought:

Positive and negative causes.

Fundamental and particular.

Purpose and means.

Original and second-hand matter.

### Educational value of interpretation:

Integration depends upon common content.

The mechanical and organic whole.

Comparison is the basis of integration.

Value to the historical judgment.

Ethical value of the process of interpretation.

### Process of co-ordination:

Relation of the particular to the general.

Need of good judgment in selecting matter.

The principle—matter is valuable according to the value of its content.

## PERIODS OF UNITED STATES HISTORY.

Under this subject we apply the principles and processes worked out, to our own history, and arrive at a division found in the C and B work.

## ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.

## GENERAL HISTORY. TEXT, MYERS.

The first two weeks of the term will be devoted to the study of the early civilizations that arose in the Nile and Tigro-Euphrates Valleys. Special emphasis will be placed upon their religious ideas, their politi-

cal institutions, and the progress made in the arts and sciences.

The purpose of this work is to show the contributions of each nation to the general current of world history and to impress upon the mind of the learner that these are great store-houses from which Greece and Rome drew their ideals in government, art, literature, philosophy, and science.

Four weeks will be devoted to Greek history. Special study will be required along the following lines:

Relation of the geography of Greece to its history.

Tracing the growth of political institutions in the rise and growth of Sparta and Athens; during the Persian wars; during the period of Athenian, Spartan, Theban, and Macedonian supremacy.

Special attention will also be given to their artistic taste and sense of beauty as shown in their masterpieces of architecture.

Stress will also be placed upon the trend of Greek mind toward philosophical and scientific subjects.

Attention will also be given to the social life of the Greeks.

From three to four weeks will be given to Roman history. Special emphasis will be given to the following features:

The political or constitutional development of Rome.

The advent and growth of the Christian religion, and its influence upon civilization.

The influence of Roman civilization upon the Germanic race.

Tracing this influence into modern civilizations.

Attention to the manners, customs, and social life of the Romans.

The remainder of the term will be devoted to a study of Mediæval and Modern history, with special emphasis upon the following points:

Transition of the work of civilization from the Roman to the Celtic and the Germanic people, including the conversion of barbarians, the beginning of nations and institutions.

Rise of Mohammedanism and its struggle with Christianity.

The rise, growth, and decline of the Papal power.



The Protestant Reformation.

The growth of political institutions as found under Charlemagne, under the Feudal system, during the rise of Free Cities, during the growth of Nationality and Absolutism.

The reaction, and growth of democratic ideas, especially since the treaty of Westphalia.

### ENGLISH HISTORY. TEXT, MONTGOMERY.

This study runs through two terms, reciting each alternate day, the other half of the time being given to English Literature.

The work begins with a brief sketch of the island of Britain at the coming of the Romans in 55 B.C.; the first period reaching from the Roman invasion to the coming of the Saxons in 449 A.D. In this period the study centers around "A civilization that did not civilize." Some of the principal topics are:

Conquest of the Druids.

Introduction of Christianity.

Improvements in agriculture.

Building of cities, roads, forts, and walls.

Relation of the Romans to the natives.

Influence of Roman occupancy.

The next period is the coming of the Saxons, and includes the time from 449 A.D. to 1066. The central thought is "Britain becomes England."

Condition of the Britons on the withdrawal of the Romans

Settlement of Jutes, Angles, and Saxons.

Introduction of Catholicism.

Work of monks.

Egbert, King of the English.

King Alfred's great work.

Beginnings of government.

Manners and customs.

The "Coming of the Normans" names the next period and covers the history from 1066 to 1154. The text for this section is "The King versus the Baron."

William the Conqueror. Conditions of land tenure. Domesday Book. The first great council. Contest with the Barons. Norman architecture.

The fourth period reaches from 1154 to 1399, and introduces the rule of the Plantagenets. The spirit of the times seems to have changed somewhat, and the thought now is "The Barons versus the Crown."

Henry II.'s conflict with Becket.

Origin of trial by jury.

Effect of the Crusades on England.

Magna Charta.

First House of Commons.

Conquest of Wales and Scotland.

Beginning of the Hundred Years' War.

Wycliffe and his doctrines.

Progress in education.

The fifth period deals with the downfall of Feudalism. It reaches from 1399 to 1485. The central thought is "Baron versus Baron."

Conspiracies, revolts, and persecutions. War with France. War of the Roses. Power of Parliament over the Crown. Disfranchisement. Printing.

The sixth division treats of the rise of Nationality, the Reformation, and Education. It covers the reign of the House of Tudor, from 1485 to 1603. The watch-word is "Crown or Pope?"

Court of Star-Chamber. Discovery of America. The New Learning. Henry VIII.'s contest with the Pope. The English Church. Bloody Mary. Act of Supremacy. The Thirty-nine Articles. The spirit of adventure. Armada.

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NOTE.—This is the end of the first term's work.

The second term opens with a consideration of the Divine Right of Kings, and ends with a theory of the Divine Right of the People. The term's work is studied under two general periods.

The first begins with the accession of the House of Stuart. This period deals with the wonderful advance of the people toward political, religious, educational,

social, and industrial freedom. The leading thought is "King or Parliament?"

Danger of the Puritan doctrine to the Stuart theory.

American colonies.

Parliament reasserts its power.

The petition of right.

Work of the Star-Chamber Court, and the High Commission Court.

The Covenanters.

Civil war.

Execution of Charles I.

Cromwell as military dictator.

Uprisings in Ireland and Scotland.

The Rump Parliament.

Cromwell as protector.

Return of Charles II.

Religious reaction.

The London plague and fire.

Whigs and Tories.

Accession of James II.

Court of Assizes.

Efforts to reestablish Romanism.

Revolution in 1688.

Bill of Rights and Act of Settlement.

Bank of England.

War of the Spanish Succession.

Union of England and Scotland.

The second period of this term covers the ground from the accession of the House of Hanover, to the present time, with a review of the constitutional history of England, 1714 to 1898.

The central thought is "Government by the People."

The origin of cabinet government.

Vaccination.

War of the Austrian Succession.

The English in India.

French war in America.

Struggle of George III. with the Whigs.

Causes of the American revolution.

Loss of the American colonies.

Liberty of the press.  
Prison reform.  
Abolition of the slave trade.  
Nelson's victory.  
Waterloo.  
War with the United States.  
Parliamentary union of England and Ireland.  
Application of steam.  
Corporation act.  
Test act.  
Catholic emancipation.  
The Reform bill.  
Abolition of slavery.  
Rise of the Chartists.  
Corn laws.  
Second reform bill.  
Crimean war.  
Jews in parliament.  
Disestablishment act.  
Irish land acts.  
Recent progress.  
General review.

#### GEOGRAPHY. TEXT, FRYE.

(C)—The work in Geography follows very closely the thought embodied in the famous Reports of the Committees of Ten and Fifteen. The end in view should regulate the means to that end. The end in view is: To get a clear conception of the relation of the earth to the sun; to discover the effects of this relation in the production of heat belts, rain belts, vegetable and animal life. To get a clear picture of the earth as a whole—its great land masses with their long, gentle slopes and their short, abrupt ones; the grouping of the land masses, the oceans in their relations of position to the land masses,—and then to build in a perfect picture of the physical structure of each continent, showing how this continental structure, together with position, regulates the whole subject of life and progress.

Students of this grade have usually a fair notion of these several aspects and relations, sufficient to proceed quite rapidly with a more detailed examination of continental study. The order of procedure is as follows:

A brief review of the size, form, and position of the earth. A study of the World Ridge and connected continents; Rock waste with means of transportation, and places of deposit; Winds, rainfall, and ice as agents in this work; River systems—their formation, their extent, and limit. Young and old land, flood plains, delta plains, and coastal plains.

Now follows a careful study of the relation of the earth's axis, together with its rotation and revolution, to the plain of its orbit. This subject when mastered makes clear the ideal climatic conditions of the earth's surface.

North America is now studied under three general heads: the Western Highland, the Eastern Highland, and the Great Central Plain. Each physical unit in these three divisions is studied in detail, care being taken to show the relation of this unit to the general continental structure.

In this way we get not only the general notion of place geography, but a correct picture of the physical condition, with causes for variations in physical climate and consequent variations in productions and occupations.

As we proceed in this way we give incidental attention to productions, occupations, etc., in these various units in the United States, but in other portions of North America the study of productions, etc., is more careful, the reason being that a careful study is afterwards made of the United States.

South America is studied in the same general way that North America is, attention being called to the relation of the two continents in the exchange of material and manufactured products.



The term's work closes with a detailed study of the United States and Illinois under the general heads:

Temperature, winds, rainfall, wheat, cotton, corn, oats, tobacco, fruits, horses, cattle, sheep, fisheries, coal, iron, petroleum, gold, silver, copper, building stone, lumbering, manufacturing, commerce.

In all this work it is the aim to show that the physical structure modifies climate; that climate and structure govern vegetable productions; that structure and climate and productions regulate occupations; and that these determine the modes of the thoughts, feelings, and purposes of a people; and finally that these last three determine the scale of civilization of a people.

(B)—This term's work takes up Asia, Europe, Africa, Australia, and the islands of the South Pacific.

The same general plans and purposes run through the study of these continents as determined the work in the preceding term. It is therefore not necessary to give the plans in detail.

These two terms of Geography belong in the Preparatory Course, and persons wishing to pass this work by examination should make a careful study of the work as outlined above, with Frye's advanced book as a text.

#### GEOGRAPHY. TEXT, ———.

(A)—This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.

Relation of these two.

Highest form of life.

Means of its development.

Classification of activities.

Spencer's estimate of "science."

Acquisition of adequate concepts.

Dependence of life upon structure and climate.

Relation of the "human" to the "natural" in Geography.

Then follows a discussion of the educational value of Geography.

Geography is primarily an observational study.

The study of physical forms.

The study of movements.

The study of institutions.

Geography trains the imagination.

Resulting power of the constructive imagination.

Need of adequate concepts.

Order of mind-movement.

Value of Geography in the training of the reasoning powers.

Value of observation in reasoning.

The value of the study of Geography in presenting an opportunity for the exercise of the powers of expression.

This is the representative stage of the study.

The means of representation may be oral, or written, or by molding.

The reaction of this representative work upon the pupil's powers.

The ethical value of the study.

The study of nature is a moral study.

The purpose of God as revealed in the "Earth as the Home of Man."

Inter-dependence of all the agencies in human development.

The practical value of Geography.

The practical enables one to meet his obligations, to guard against misfortune.

Geography calls attention to location of soils, metals, timbers, and other necessities of life.

The relation of Geography to the other studies of the course. The need of a greater unity in the relation of the several branches of the school course is discussed.

Its relation to Arithmetic.

Geographical knowledge lies in the mind in the form of concepts of areas, lengths, breadths, and thickness.

The whole process of comparison involves arithmetical calculations.

Its relation to writing and composition work.

Written reviews give excellent opportunity to show this relation.

Reading and Geography are closely related.

A poor reader cannot have definite pictures of places at a distance.

History and geography are organically related.

History furnishes the actors; geography the stage and settings.

Good Geography work can not be divorced from drawing.

Science and Geography can not well be studied apart.

Vegetable and animal life are intimately connected with structure and climate.

The subject of Geography may be studied under three heads:

Observational Geography.

Representative Geography.

Descriptive Geography.

The term's work closes with an investigation of the Course of Study. The work is divided into three divisions:

The oral work, running through the third, and probably the fourth year.

The intermediate work, in which an elementary text is used covering the fourth and fifth, or the fifth and sixth years.

The advanced work, completed in the seventh year. However, not less than a full year's work should be put upon the advanced work.

### PHYSICAL GEOGRAPHY. TEXT, APPLETON.

In general the plan of the text is followed, except that the amount of time devoted to the study will not permit us to attempt to complete all the work laid down in the text-book. The following are some of the general topics which are mastered in the course of the term's work.

Applications from Astronomy and Physics, with a brief study of the geological ages.

Measurements, motions, magnetism.

Physiography.

Continental forms.

Laws governing structure.

Island formations.

Phenomena of earthquakes and volcanoes.

Relation of drainage to continental structure.

Ocean waters, currents, and tides.

The atmosphere, climate, storms, laws of rainfall.

Glaciers and icebergs.

Adaptation of earth as the home of man.

### CIVICS. TEXT, FISKE.

It is the purpose of this term's work to broaden the student's notion of man's relation to his fellowmen in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any *form* of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty, and happiness.

The plan of the text is to follow largely the historical development of government in general, but especially in the United States. The following general topics indicate the order of procedure:

The government and the power of taxation.

The origin and practical workings of the township.

The county as composed of townships in New England, and the county as a unit of civil government in the southern states.

Sketch of some English cities and boroughs, and some typical American cities.

The state traced through the colonial forms of government, with especial attention to the transition of the three forms of colonial government to the typical American state.

Written constitutions traced through mediaeval charters; the Great Charter; bill of rights, fundamental orders, royal charters.

This historical sketch brings us up to the throwing off of the British yoke and the assumption of sovereignty by the American people. The Federal Union is now traced through the following historical events:

New England Confederacy.

Albany Congress.

Stamp Act Congress.

Committees of Correspondence.

Continental Congresses.

Congress under the Articles of Confederation.

We are now ready to see how the present constitution and government under it came into being. Careful attention is given to the genesis of the constitutional convention. Then the transfer of sovereignty from the people, the states, and the government under the Articles of Confederation, to the new Federal Union. Then follows a brief analysis of the three departments of government under the Constitution.

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### **Drawing Department.**

MATILDA F. SALTER.

As drawing is now more generally studied, a certain amount of knowledge will be required before taking up the regular Normal work. The course has been planned on the supposition that the student is able to represent simple forms, spherical and cylindrical, and that he understands something of conventionalization and arrangement.



(C) *First Term*—The first term's work will be in pencil, and will give practice in drawing simple objects, singly and in groups. Working drawings, freehand and instrumental, will also be made from models, and some work in decoration will be required.

Part of the term will be given to blackboard drawing, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard with ease and rapidity. Practice outside of the class will also be required.

(B) *Second Term*—This term continues the work of representation from models and casts, but charcoal and pen and ink will be used as well as pencil.

The subject of historic ornament will be studied, and in this connection the library will be used, and photographs illustrative of the different styles will be shown.

(A) *Third Term*—Six weeks of the term will be given to drawing from objects and from nature, using as a medium either charcoal or water-color.

The remaining six weeks will be devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

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### Bookkeeping.

— One term in bookkeeping is required of all who desire a diploma from the institution. Classes are organized during the first and third terms, each term of the school year.

Instruction is given first in double entry, care being taken to secure accuracy in journalizing, posting, making out trial balances, and balance sheets. Each student is required to solve at least one problem wholly

by his own effort, and although it is not expected that all shall become expert in all forms of keeping books, yet it is expected that each shall be competent to open a set of double-entry books, either in single proprietorship or in partnership business; transfer each amount to its proper place; close all accounts, and make an accurate statement of the condition of the business at any time.

The various forms of business paper are fully discussed, and instruction is given in the practical management of everything that is used as money, or as a substitute for money.

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### **Penmanship.**

During the year, vertical writing has been taught, particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. For freehand practice, a good deal of work has been done on the blackboard. ✓

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### **Department of Physical Training.**

SAMUEL B. WHITTINGTON.

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#### **THE AIM OF THE WORK.**

The attention which physical training is now receiving in this country makes instruction in this branch necessary in the training of teachers. Educational gymnastics takes precedence of athletics and sports. Pupils of the Normal School become acquainted with a method and system of culture which they can employ in the performance of their duties as teachers of the young. This system of gymnastics is wisely devised, and does not ask too much of any one capable of sustaining the physical demands of the profession of

teaching, while at the same time those entering these classes derive great benefit in building up their own physical forces. Most young men and women coming to this school are greatly in need of this physical improvement. Many teachers have utterly failed in their professional work from a lack of physical strength, or, rather, because they have not been taught to care judiciously, through bodily exercise, for their health and strength. With proper training pupils should leave school in a better physical condition than when entering.

They should take with them not only a store of knowledge and enthusiasm for the profession, but also be physically able to carry out the work for which they have prepared themselves. They should carry with them into every town and neighborhood not only the noble thoughts of modern education, but they should also incite the youth in their schools to a healthful physical activity. This school is fully alive to the peremptory demand which modern educators are making for physical training. It has provided a special instructor for this branch of instruction, and is now equipping in the most elaborate manner the gymnasium, so that all may be benefited by a most thorough training, and in their turn may be able to make similar provision for the schools they may have in charge.

We once more draw special attention to the fact that only educational gymnastics for the *common schools* is taught; such exercises as girls from six to sixteen are capable of executing. Hence, almost without an exception, those who enter the Normal department are capable of taking the exercises.

#### COURSE OF STUDY.

The course of study consists of practical and theoretical work; the first term will be given to practical work in the gymnasium; during the second term, in-

struction in hygiene, physiology of exercise, school sanitation, and history of gymnastics will be given in addition to the practical work of the gymnasium. In the third term, ample opportunity will be given for the students to instruct classes of the Normal department and children of the Model School. Only those who have finished three terms in a satisfactory manner will be granted a passing grade.

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In these grades the students of the Normal department do most of the teaching. This teaching is done under the immediate supervision of the training teachers, namely:

WASHINGTON B. DAVIS, Training Teacher, seventh and eighth grades.

ELIZABETH PARKS, Assistant Training Teacher.

[illegible]



Pupils in the seventh and eighth years are permitted to study Latin, a beginning class being formed for them every odd-numbered year. The work done by the class this year, under Prof. Allen, is very encouraging. It may be said, further, that in the seventh and eighth years the work will be conformed, as closely as circumstances will permit, to the State Course of Study.

#### TUITION.

First three grades, free.

All other grades: fall term, \$4; winter and spring terms, \$3 each.

#### SYLLABUS OF WORK.

In the Primary School the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is included in all, and all in each.

Picture-making with pencil and water-colors is encouraged throughout all the grades. This is used as a means of expressing thought. Water-colors have been found to be especially useful in science work.

#### READING.

*First Year.*—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then a primer is taken. Supplementary work frequently introduced.

*Second Year.*—An Advanced First Reader. Harper's Second Reader. Baldwin's Second Year. Supplementary work.

*Third Year.*—Harper's Third Reader. Stories of Indian Children. Supplementary work from various sources.

*Fourth Year.*—Harper's Fourth Reader. Stories of Ulysses, and the Pilgrim's Progress.

*Fifth and Sixth Years.*—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the best books. The books used in these grades are: Hiawatha, Ruskin's King of the Golden River, Tanglewood Tales, Irving's Sleepy Hollow, Lowell's Al Fresco, Francilon's Gods and Heroes, King Midas, and others of like grade.

*Seventh Year.*—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the language work, the children are frequently required to reproduce, in whole or in part, a written account of what has been read.

*Eighth Year.*—The general aims and the plans for carrying them out, in the reading of the seventh year, are followed in the eighth year. The work partakes more of the nature of literary work than in the previous year. More use is made of the pupil's knowledge of geography, history, and grammatical structure, than in the seventh grade.

#### LANGUAGE AND LITERATURE.

*First Year.*—Language is a training that should result in correct and fluent use of English. The first steps toward this end are, teaching correct sentence forms, and correcting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations), and as they re-tell stories told them. Idioms of our language are taught

through object lessons and literature related to nature study. Memory gems suited to the season are a part of the daily work.

*Second Year.*—The work of the second year is similar to that of the first, except that the children are required to do more written work. Æsop's Fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing; but before the children are asked to write, the *forms* of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

*Third Year.*—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second.

The written part of the science lessons is done as language; the oral finds place in any recitation to which the facts are applicable.

The literature of the year is taught by outlines suggested in the State Course of Study.

*Fourth Year.*—Similar work to that of the third, using Tarbel's Elementary Language Lessons, Part I, as a text-book; but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose, as is also the Stories of Ulysses.

*Fifth Year.*—Buck's Elements of English Grammar is used as a text-book. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's Age of Fable, Hawthorne's Tanglewood Tales, and other similar sources; (2) The analysis of poems. This is done under the direction of the teacher while *speaking* the stanzas of the poems, one by one. The graphic mental picture made while reciting, concentrates the thought so that the words are

readily recalled. Afterwards, the selections are reproduced from outlines prepared by the teacher.

*Sixth Grade.*—In the sixth grade, the use of Buck's Grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade—*i. e.*, Biography, Literature, and Science.

*Seventh Year.*—The language work is studied under the following heads: The sentence, kinds; margin, paragraph, punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms, paraphrasing, and easy writing on familiar subjects, arranged in logical order.

#### GRAMMAR—*Buck.*

*Eighth Year.*—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

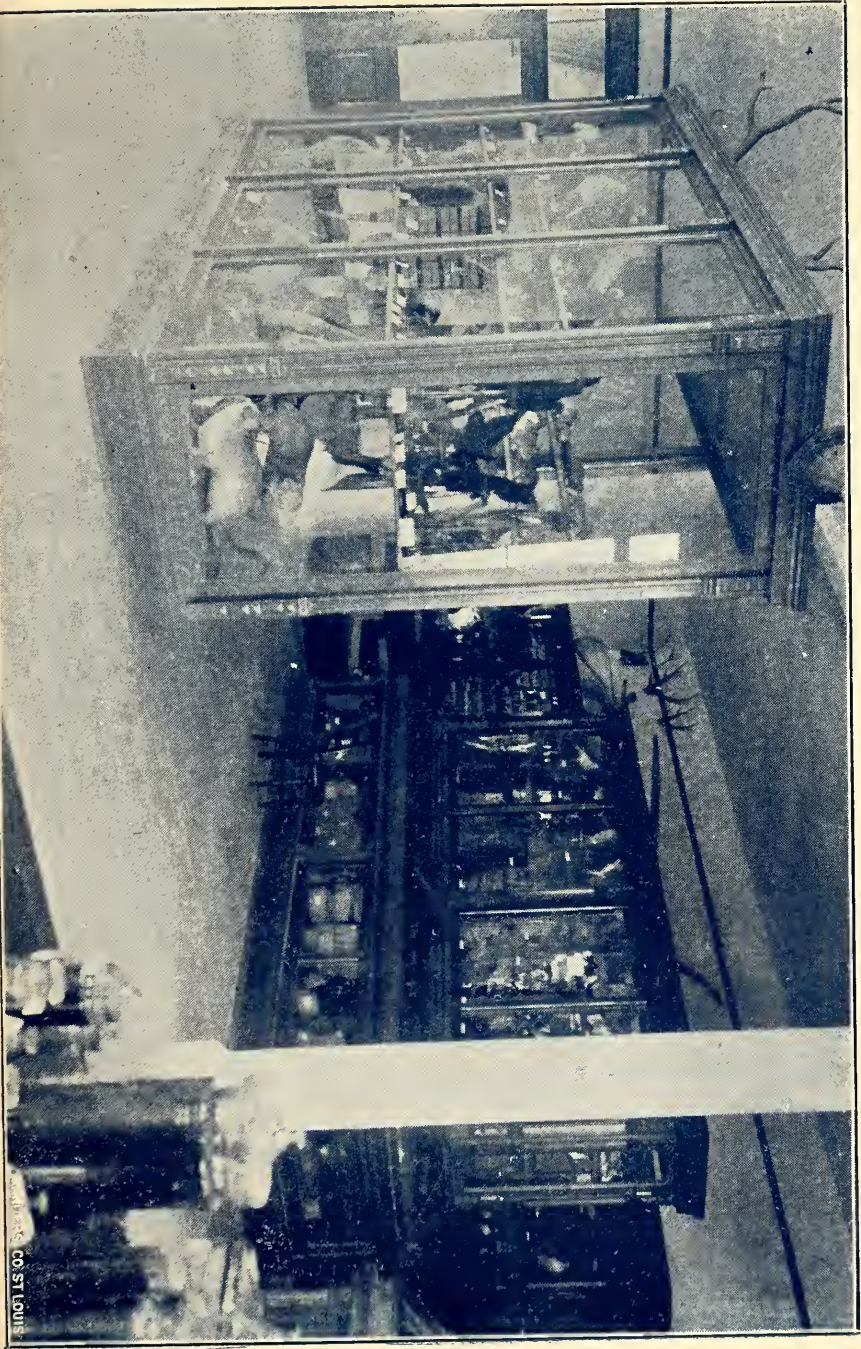
As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements.

All those principles of grammar that affect the use of our language are thoroughly studied, and much practice in correct use is required. This includes the structure of simple and complex sentences, and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

#### WRITING.

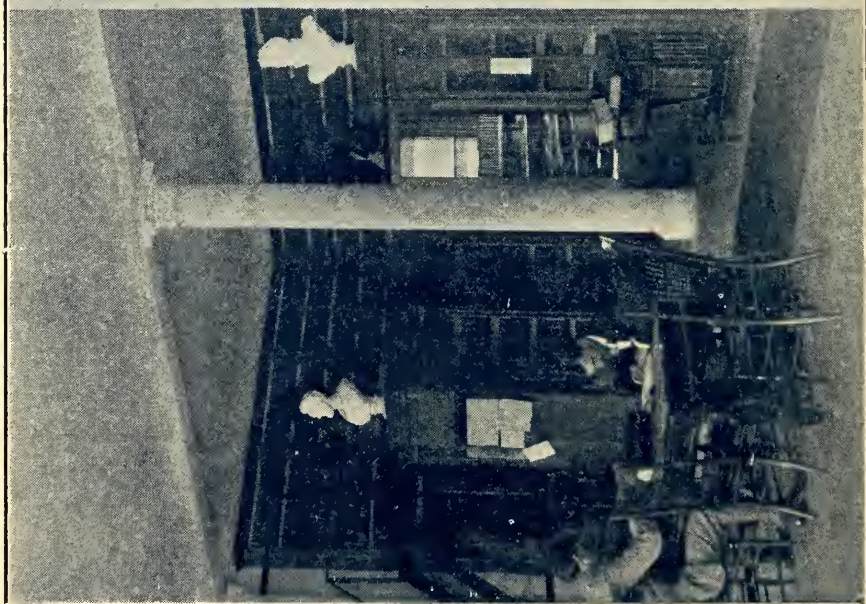
*First Year.*—At first the children are given drill in free-arm movements at the blackboard by a series of graded exercises; these are followed by mere copying of words learned in the reading and other lessons,





CO. ST. LOUIS





while practice upon letters is added as soon as the class is prepared for such work.

*Second Year.*—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

*Third Year.*—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement. A copy book is introduced.

*Fourth Year.*—Continuation of the work of the third year. Write names of persons and places learned in other studies; as, language, reading, geography, etc.

*Fifth Year.*—Review of the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

*Sixth Year.*—The work as outlined in the State Course of Study is carefully given.

*Seventh Year.*—The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social and business life.

To attain this, there is daily practice upon movement exercises, many of which are combinations of the letters.

### DRAWING.

*First Year.*—Study of form and color. Type forms used are: sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and the tablets derived from them; the circle, square, oblong, semi-circle, and triangle. These types, with the forms based on them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium of color. The six colors: yellow, red, blue, green, orange, and violet, are taught, and simple forms as the apple and orange, flowers, and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all his studies, and is taught with this in view.

*Second Year.*—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral, triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangle.

*Third, Fourth, Fifth, and Sixth Years.*—The work of these grades consists of the first six books of Prang's Complete Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done, and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

*Eighth Year.*—Prang's Complete Course, Nos. 7, 8 and 9.

Drawing is studied under three heads:

*Construction.*—Drawings made from objects, showing two, then three views; also sectional views. Instrumental work, problems applied in working drawings.

*Representation.*—Drawings from objects. Arrangement of groups, work, freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.



*Decoration.*—Drawing of leaves and flowers from nature—arrangement of design.

### GEOGRAPHY.

*First, Second, and Third Years.*—During the *first two years* many facts taught in language, drawing, and number, constitute the basis of the formal study of Geography, which is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

In the *third year* the formal study of Geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and after much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state are taken up and drawn in regular order. Frye's Brooks and Brook Basins is the foundation for the work in the latter half of the year.

*Fourth Year.*—Frye's Primary Geography is the text used, while books of travel and science are placed in the hands of the children.

*Fifth Year.*—Butler's Elementary Geography, and King's Geographical Reader (Second book) are used as the basis for work in this grade. Modeling with chalk and with sand are here introduced.

*Seventh Year.*—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance,

etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is required, and also some supplementary reading from cyclopedias, magazines, etc.

## HISTORY.

*Sixth Year.*—In the sixth year a primary history of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained, and the acquisition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are read.

Biographies of noted Americans, such as Washington, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department. The text-books used are: Eggleston's First Book in American History, Fiske's War for Independence (abridged), and Scudder's Life of Washington. Topics are selected as suggested in the State Course of Study.

*Eighth Year.*—The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history, and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go further in school life than the eighth grade. To these should be given a general understanding of the machinery of government.



## ARITHMETIC.

*First Year.*—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, 9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: (Addition, Subtraction, Multiplication, Division,) and symbols (figures). Words expressing number, as team, pair, couple, etc.

Speer's work is commenced in the second month and is the basis of training work during the first two terms; after that it is continued in connection with the ordinary number work.

*Second Year.*—Work of first year continued to 20; tables of 2's and 3's completed, and other tables formed as far as 20. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing, and reading all numbers to 1,000. Roman notation to 50.

Speer's Primary Arithmetic completed.

*Third Year.*—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts. A primary text-book in the hands of the class.

*Fourth Year.*—Fundamental idea of multiplication and division. Drill upon reading and writing of *all* numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

*Fifth Year.*—A text-book outlines the daily work, covering, during the year, factors, H. C F., L. C. M., and fractions.

*Sixth Year.*—Review fractions, using same text-book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible take the subject of percentage to interest.

*Seventh Year.*—White's New Complete Arithmetic.—Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations; that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing the integral operations.

The winter term's work begins with decimal fractions.

The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupy the spring term.

*Eighth Year.*—Same text-book as in previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the *problems* of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

#### SPELLING.

About the fifth week of school, phonic work is begun with the first grade and carried through the year: ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons, and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with the various lessons.

#### SCIENCE.

The subjects chosen are in connection with growing nature, and are correlated with literature, language, and other studies, and every sort of science is included. The object of the lessons is a training of observation and a foundation for advanced work.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during the three terms of the year, as indicated in the course of study.

**BOTANY.**—*Gray's How Plants Grow.*—SPRING TERM.

*Seventh Grade.*—While a text-book is used in this work, the principal part of the work is with leaves,

buds, flowers, stems, seeds, etc. Excursions are made into the woods near by, and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

### PHYSIOLOGY—*Stowell's A Healthy Body.*

*Eighth Grade.*—The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc., nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book, to give a better basis for the study of the organs of the body.

### ZOOLOGY—*Tenney's Natural History of Animals.*

At first, a general idea of the animal kingdom; then mammals, birds, and other classes of vertebrates more in detail; articulata, including insects, crustaceans, and worms.

The object is not so much to have the class go through the book, as to acquire habits of observation. The classes study animals daily, using the textbook as a guide, and the museum for specimens. The pupil's skill in drawing is utilized.

### PHYSICS—*Shaw's Experiments.*

One term is spent in the study of a few phenomena, which may be illustrated by simple experiments. The pupils observe the experiments, and then write out and give in class, explanations of: (1) apparatus; (2) manipulation; (3) manifestation; (4) conclusions.

### PHYSICAL TRAINING.

Physical training alternates with science. Work in the gymnasium once each week. Games taught under the supervision of the special teacher.

## MUSIC.

A short time each day is given to general instruction in music.

## OPENING EXERCISES.

The opening exercises consist of the Lord's Prayer, recited or sung, and a short scripture exercise.

## LIBRARY.

The children's library consists of about three hundred volumes of general reading and reference books, and about two hundred books, in different sets, for supplementary reading.

Books are taken from the library on Friday, and kept two weeks, if desired so long. Reports from the reading are received in any of the recitations in which the facts learned apply.

The librarian watches the development of the children's taste for reading, not forcing to any line of reading, but directing to the best by suggestions and inducements. The books that children read when their taste for literature is forming, constitute one of the chief factors in character building.

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## Library.

MINNIE J. FRYAR, *Librarian.*

The University has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the assembly hall, or in the several recitation rooms, so that the students may more conveniently consult them, at any time.

The library proper occupies a spacious room on the ground floor of the new building and contains at present 14,163 volumes, including a professional library for



teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

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### **Classification and Catalog.**

The books are classified and arranged on the shelves according to the Dewey decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299, Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

### **Rules and Regulations.**

The library is opened all of each school day, and from 9 to 12 a. m. on Saturdays.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

The library is not used as a study room, Normal Hall being a more desirable place for that purpose, unless one needs to consult books found in the library, in preparing for recitations.

Books for general reading may be taken out for one week, and then renewed, provided there is no special demand for them. There are a few volumes, however, that are so constantly used as helps for class work that they may be kept out for one night only.

Cyclopedias and general reference books, magazines, and other periodicals are not taken by students from the library.

All books taken out must first be charged at the librarian's desk.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book, on the inside of the front cover.

Students are expected to exercise proper care in keeping as quiet as possible in the library at all times, at intermissions as well as during school hours, that the best opportunity may be afforded for reading and study.

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The library has been used very freely during the past year. Our collection has been increased by the addition of 501 new volumes during the year just closing. The new library quarters give a much better reading room, and the crowded condition of the books

has been relieved. The accommodations are now ample for the present needs.

We have a collection of books of which we may well feel proud, and we solicit the help of all students in making it even more useful than it has been in the past.

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## ADDITIONAL PARAGRAPHS.

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### **The Pledge.**

Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this pledge is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of pledge required:

“In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I engage in some other occupation, and do not teach the required number of months, I promise to pay tuition for the remaining time.”

### **Standard of Intellectual and Moral Character.**

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to sever him from the school or require the payment of tuition.

It should also be understood that we do not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school.

### **Literary Societies.**

It is desired to have literary societies enough to afford all Normal students an opportunity to do society work. There are now three societies: The Socratic, the Zetetic, and the Platonian.

Besides the regular work, an annual exhibition is given at the close of the winter term. The exhibition of last winter term was a great source of improvement to the participants, and a means of creating public interest in the University.

It is our purpose to foster and promote a more thorough mastery of our own language, and to insure that this better study of the "Queen's English" shall be carried into the public schools.

### **The New Building.**

The new Science and Library building now stands completed. It is a beautiful edifice and well adapted to the uses for which it was built. It was dedicated, with appropriate exercises, December 21, 1896. The larger space for the library and the museum, the two large laboratories, the new biological rooms, and the

large gymnasium are great additions to our facilities. This building is now well furnished with the best seating, cases, and apparatus, and but few Normal schools are better equipped for work.

### **Summer Session.**

The Institution will provide a summer session to accommodate those who desire to review and to take advanced standing in the several courses of study. By the vote of the trustees, those who do acceptable work will receive credit for the same on the records of the Institution.

This session opens June 21, and closes July 29.

Courses in English, History, Geography, Mathematics, Science, Latin, Pedagogy, Elocution, and Physical Training.

Tuition for this session, \$6.00 for the entire term of six weeks, or \$1.25 per week for less than the whole time. Students will be allowed choice of work, with slight restrictions.

Those who desire credits must concentrate on not more than three studies; those who wish review work, on any five. The full equipment of the Institution will be freely used.

### **The Twenty-fifth Anniversary.**

The Institution was opened on July 1, 1874. The next year closes its first quarter of a century. The Alumni Association, Faculty, and Board of Trustees are now planning to properly celebrate this event during the Commencement week exercises of '99.

All friends of the school are hereby cordially invited to be present on that occasion.



## LIST OF HIGH SCHOOLS

ACCREDITED BY THE UNIVERSITY OF ILLINOIS.\*

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Aledo	Lake
Alton	Lake View
Amboy	Marshall
Arcola	Medill
Atlanta	North Division
Augusta	Northwest Division
Aurora (East)	South Division
Aurora (West)	South Chicago
Austin	West Division
Batavia (East)	Chicago Manual Training
Batavia (West)	Chrisman
Beardstown	Clinton
Belleville —	Clinton, Ia.
Belvidere (North)	Cobden —
Belvidere (South)	Danville
Bement	Davenport, Ia.
Bloomington	Decatur
Blue Island (Township High School)	Delavan
Burlington, Ia.	Dixon (North)
Cairo —	Dixon (South)
Camp Point	Dubuque, Ia.
Canton	Dundee
Carlinville	DuQuoin —
Carrollton	Dwight
Carthage	East St. Louis —
Centralia —	Edwardsville
Champaign	Effingham
Charleston	Elgin
Chicago—	Elmwood
Calumet	El Paso (West)
Englewood	Evanston (Township High School)
English High and Manual Training	Evansville, Ind.
Hyde Park	Farmer City
Jefferson	Farmington
	Flora

Freeport	Morrison
Fulton	- Mound City
Galena	Mt. Carmel
Galesburg	· Mt. Carroll
Galva	- Murphysboro
Geneseo	- Nashville
Gibson City	Newton
Grand Prairie Seminary (Onarga)	Normal
Greenfield	Oak Park
Griggsville	Oregon
Harvard	Ottawa (Township High School)
Harvey	Paris
Henry	Paxton
Hillsboro	Pekin
Hinsdale	Peoria
Hoopeston	Pittsfield
Jacksonville	Polo
Jerseyville	Pontiac (Township High School)
Joliet	Princeton (Township High School)
Kankakee	Quincy
Keokuk, Ia.	Ridge Farm
Kewanee	Rochelle
Lacon	Rockford
La Grange (Township High School)	Rock Island
Lenark	Roodhouse
Le Roy	Rossville
Lewiston	Rushville
Lexington	- Salem
Lincoln	Sandwich
Litchfield (North) (Town- ship High School)	Savanna
Lockport	Shelbyville
Macomb	Southern Collegiate Institute (Albion)
Marengo	- Sparta
Mason City	Springfield
Mattoon	Sterling (3d district)
Maywood	Sterling (Wallace)
Mendota (East)	Streator (Township High School)
Mendota (West)	Sullivan
Moline	
Monmouth	

Taylorville (Township High School)	Waukegan
Terre Haute, Ind.	Western Military Academy (Upper Alton)
Tuscola	Wheaton
Urbana	Wilmington
Vienna	Winchester
Virden	Woodstock
Virginia	Wyoming
Warren	Yorkville
Washington	

\*Students entering this Normal University with a purpose to graduate will be credited with one year's work on any course, except the Professional Course, if they are graduates of any of the above accredited high schools; additional credits will be given if the student has completed a four years' Latin course in one of these schools.

## TEXT-BOOKS.

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American Literature—Hawthorne and Lemmon. Mathews.

Algebra—Wentworth's Elements.

Arithmetic—McLellan and Ames; Beman & Smith.

Astronomy—Todd.

Bookkeeping—Williams and Rogers.

Botany—Gray's School and Field Book and Campbell.

Chemistry—Williams.

Civil Government—Fiske.

Drawing—Prang's Shorter Course, I-V (C Draw).

“ Complete Course, VII-X (B Draw).

Elocution.

English Literature—Painter, Corson, Brooke, Minto.

Geography—Frye.

Geology—Le Conte.

Geometry—Wentworth's Plane and Solid.

German—Collar's Shorter Eysenbach.

Composition—Harris.

Klemm's Literaturgeschichte.

Grammar—Buck's Elements.

Buck's Grammar.

Greek—“The Beginner's Greek Book.”—White.

Memorabilia of Socrates.—Robbins.

Iliad—Seymour.

History—American—Channing.

English—Montgomery.

General—Myers.

Latin—“First Latin Book”—Collar and Daniell.

First Latin Reading—Arrow, Smith & Whicher.

Cicero—Allen and Greenough.

Virgil—Greenough and Kittredge.

“Practical Latin Composition”—Collar.

Latin Grammar—Harkness.

Ovid—Allen and Greenough.

Methods in History—Mace.

Mineralogy—Foye.

Orthography—"National Speller and Word Book."

Pedagogy—Hewitt, and Halleck.

Compayre's Psychology Applied to Education.

Rosenkranz's Philosophy of Education.

White's School Management.

Penmanship.

Phonics—De Garmo.

Physical Geography—Appleton.

Physics—Avery.

Physiology—Tracey.

Psychology—Ladd, McLellan, Dewey.

Reading—Columbian Fifth Reader.

Rhetoric—Genung, Cairus, Keeler.

Trigonometry and Surveying—Wentworth.

Vocal Music—Normal Course—(Tufts & Holt).

Word Analysis—Swinton.

Zoology—Holder (B); Dodge (A).



## LIST OF STUDENTS.

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### Practice Teachers.

Allen, Frank (1)	Harris, Eliza (1)
Baker, Fred (2½)	Harris, W. O. (1)
Barnum, J. A. (1)	Hartwell, A. D. (2)
Barrow, James (1)	Haynie, Mamie (3)
Barrow, John (2)	Hickam, Ida (1)
Batson, Josie (1)	Hill, Margaret (½)
Blevins, Jessie (2)	Hodge, Mary (½)
Birkholtz, Charles (1)	Huggins, Gertrude (1)
Boomer, Helen (2)	Jenkins, Alida (1)
- Boomer, Simeon (1)	Karraker, O. M. (1)
Bowyer, Hattie (1)	Kell, Lotta (3)
Brainard, Stuart (1)	Kelsey, Mary (1)
Brandon, William (1)	Kendall, Emma (1)
Buchanan, Nina (1)	Kinkade, Nellie (1)
Cisne, W. G. (1)	Lawrence, Nellie (1)
Cook, Sallie (½)	Layman, Grace (1)
Cowan, John F. (1)	Layman, Thomas (1)
Crawford, J. E. (1)	Marron, Minnie (2)
Crawford, T. O. (1)	Marshildon, John (2)
Crawshaw, Solomon (1)	McConaghie, Thomas (2)
Crews, Roscoe (1)	McConaghie, Tillie (1)
Cross, K. K. (1)	McCroskey, Elizabeth (2)
Daniel, J. F. (1)	McMurphy, Kate (2)
Daniels, Grace (1)	Mertz, Bertie (1)
Demmer, John (1)	Mojonnier, Lydia (3)
Dillinger, Carrie (2)	Nash, Clara (2)
Dixon, Stella (1)	Nusbaum, Ethel (1)
Etherton, James M. (1)	Oglesby, Mrs. Etta (1)
Gambill, John (1)	Ozment, Fannie (1)
Gilbert, Ida (1)	Palmer, Myrtle I. (1)
Grammar, Maud (1)	Patten, Lucy (1)
Grater, Maud (1)	Perry, Rose (1)
Gray, Dora (1)	Pollock, Clara (1)
Green, Ethel (1)	Pruett, Charles (3)
Grove, Bessie (1)	Roe, Edith (2)
Groves, C. C. (1)	Saunders, Grace (1½)

Shepherd, A. E. (1)	Towns, Olive (1)
Smith, Pearl (2)	Venable, John (1)
Spence, Bertha (1)	Walker, Mary (1)
Stahl, H. T. (2)	Webkemeyer, C. W. (2)
Stewart, Josephine (1)	Wilson, Harry (1)
Swofford, Grace (1)	Wilson, Margaret (1)
Tanner, Lillian (1)	Youngblood, Cora ( $\frac{1}{2}$ )
Thompson, Bertha (1)	Total number, 87.

The number following the name indicates the number of terms which the teacher has taught in the Training Department during the year for which this catalogue is issued.

### Post Graduates.

NAME.	RESIDENCE.
Applegath, John L .....	Carbondale
Bliss, Anson L .....	Cobden
Clements, Louis .....	Carbondale
Gilbert, John P .....	McLeansboro
Jenkins, John H .....	Ramsey
Stewart, Ellen .....	Carbondale
Thompson, Bessie M .....	Carbondale
Truscott, Laura M .....	Mt. Erie

### Seniors.

Alvis, Harry J .....	Nashville
Barrow, James W .....	Campbell Hill
Boucher, Andrew S .....	Murphysboro
Buchanan, Nina O .....	Pinkstaff
Clements, Robert .....	Carbondale
Cowan, James P .....	Cartersville
Cowan, John F .....	Cartersville
Crawshaw, Solomon .....	Carbondale
Fly, William C .....	Cartersville
Gilbert, Ida M .....	Carbondale
Hooker, Lula .....	Carbondale
Huggins, Margaret .....	Swanwick
Hypes, Cornelia A .....	Carbondale
Jack, Jessie .....	Kinmundy

NAME.	RESIDENCE.
Kell, Ida A.....	Cartter
Morgan, Hester.....	Carbondale
Munger, Robert P.....	Carbondale
Ozment, Fannie.....	South America
Parkinson, Franklin A.....	Makanda
Patten, Lucy M.....	Carbondale
Perry, Mary Helen.....	Carbondale
Quackenbush, Charles A.....	Oconee
Rhoads, Miriam E.....	Metropolis
Shepherd, A. E.....	Benton
Snider, Kate.....	Carbondale
Thornton, Edna.....	Osage
Thornton, Nina.....	Osage
Toler, William L.....	Regent
Wilson, Margaret.....	Cairo
Total, 29.	

### Normal.

Adcox, Anna.....	Metropolis
Akins, Ruth K.....	Nashville
Allen, Ada E.....	Ashley
Allen, Frank B.....	Carbondale
Allen, Lewis R.....	Carbondale
Allen, Thomas E.....	Ashley
Ammons, Edythe.....	Huey
Angell, John E.....	Cobden
Arensman, Henry.....	Metropolis
Baird, Luther E.....	Carbondale
Baker, Carl.....	Mead
Baker, Fred L.....	Mead
Baker, Marcus W.....	Cottage Home
Ballard, Sanford E.....	Pinckneyville
Barnfield, J. E.....	Rockwood
Barnfield, P. S.....	Rockwood
Barnum, J. A.....	Hartsburg
Barrow, John V.....	Campbell Hill
Bartleson, Harry H.....	New Grand Chain
Batson, Josie.....	Carbondale
Beecher, Kate M.....	Makanda
Bell, Daisy.....	Azotus

NAME.	RESIDENCE.
Birkholz, Albert.....	Carterville
Birkholz, Charles.....	Carterville
Black, Fannie D.....	Absher
Black, James T.....	Absher
Blake, Edward L.....	Equality
Blevins, Jessie.....	Carbondale
Bodley, Bertha.....	Shattuc
Boeschenstein, Elenora.....	Highland
Boggs, Chesley.....	Walnut Hill
Boggs, Vivian.....	Kell
Boles, Hosea.....	Pulley's Mill
Bonham, Archy.....	Carbondale
Bonham, Ernest.....	Carbondale
Bonham, Eunice.....	Carbondale
Boomer, Helen.....	Buncombe
Boomer, Nola.....	Buncombe
Boomer, Simeon.....	Buncombe
Bourland, Thomas.....	Ullin
Bowyer, Hattie H.....	Carbondale
Brainard, Pearl.....	Carbondale
Brainard, Stewart... ..	Carbondale
Brandon, William A.....	Makanda
Brantley, Mary Etta. ....	Carbondale
Brewster, Libbie M.....	Carbondale
Bridges, Albert F.....	Carbondale
Brinkerhoff, Roland C.....	Salem
Brown, Mary J.....	Mound City
Brown, Mrs. D. C.....	Carbondale
Brown, Watson. ....	Balcom
Bucknell, Martha E.....	Alhambra
Bunch, Herman.....	McClure
Bunch, Rodney J.....	McClure
Burge, James M.....	Centralia
Burge, Minnie A.....	Centralia
Burlison, Albert D.....	Creal Springs
Burpo, Ada.....	Carbondale
Campbell, Harry E.....	Marion
Campbell, John A.....	Carbondale
Card, Hamilton H.....	Fillmore
Carmichael, Alice.....	Murphysboro
Carmichael, Hattie.....	Murphysboro
Carr, Ruth R.....	Freeburg

NAME.	RESIDENCE.
Carter, Dora.....	Nashville
Chandler, Kate F.....	Carbondale
Chapman, Ora V.....	Richview
Charlton, Daisy.....	Cartter
Childers, Barney.....	Du Quoin
Cisne, Maurice.....	Cisne
Cisne, W. G.....	Cisne
Clark, Elias M.....	Rupe
Coleman, Cloyd.. . . .	Carterville
Coleman, Edgar.....	Oakville
Coleman, Jeff.....	Oakville
Coleman, Mamie.....	Carterville
Coleman, Roscoe.....	Carterville
Colvin, Clinton.....	Olney
Cook, Evalyn.....	Oconee
Cook, Sallie.....	Oconee
Corrie, George H.....	Ruark
Council, Stella.....	Carterville
Cox, Isaac N.....	Pulley's Mill
Crandell, Harry.....	Boskey Dell
Crawford, J. E.....	Christopher
Crawford, T. O.....	Christopher
Crawshaw, Allen.....	Carbondale
Crews, Emma.....	Elkville
Crews, Genora.....	Elkville
Crews, Roscoe.. . . .	Elkville
Cross, Kent Kane.....	Shiloh Hill
Crow, Waller.....	Carbondale
Cruse, Ethel.....	Carbondale
Cruse, Grant.....	Carbondale
Damron, Elbert L.....	Progress
Daniel, Grace.....	Waltonville
Daniel, J. Frank.....	Mount Vernon
Davis, Amos H.....	Grange Hall
Davis, Clara.....	Carbondale
Davis, Lynn.....	Carbondale
Davis, Roy.....	Carbondale
Deans, Elmer.... .	Lincoln Green
Deck, Wm. Allen.....	Makanda
Delzell, Minnie L.....	Murphysboro
Demmer, John.....	Pinckneyville
Deset, Myrtle.....	Carbondale



NAME.	RESIDENCE.
Dillinger, Carrie.....	Carbondale
Dillinger, James F.....	Carbondale
Dillow, Clara.....	Dongola
Dillow, Lula.....	Mill Creek
Dillow, Samuel.....	Dongola
Dixon, Estella B.....	Carbondale
Doan, Harry.....	Olney
Donaly, Kate.....	Cartersville
Doty, John M.....	New Grand Chain
Dunn, Arminta.....	Olive Branch
Earnhart, William.....	Dongola
Easterly, Sadie S.....	Grand Tower
Edwards, Charles L.....	Richview
Elder, Mary E.....	Carbondale
Elliott, Blaine.....	Carbondale
Ernest, Thomas R.....	Swanwick
Errett, Hattie.....	Carbondale
Etherton, Charley.....	Carbondale
Etherton, Homer.....	Carbondale
Etherton, James M.....	Carbondale
Etherton, Joseph B.....	Makanda
Etherton, Joseph E.....	Carbondale
Etherton, Thomas.....	Etherton
Etherton, Wm. J.....	Carbondale
Fairweather, W. C.....	
Fakes, Mrs. N.....	Murphysboro
Farmer, Harrietta.....	Carbondale
Ferrill, E. G.....	Anna
Fisher, Gene.....	Irvington
Fisher, Morris.....	Irvington
Fisher, Pearl.....	Irvington
Foulks, Mittie.....	Sidney
Fox, Ottis.....	Carbondale
Frazier, Clo.....	Rockwood
Frazier, Gertrude.....	Centralia
Funk, Luther.....	Waverly
Gain, Effie P.....	Cartter
Gallegly, Fred A.....	Lick Creek
Gambill, John M.....	Lake Creek
Garrison, Erma.....	Centralia
Garrison, Grace.....	Centralia
Gillespie, Ella.....	Bridgeport

NAME.	RESIDENCE.
Glotfelty, Phil R. ....	Elkville
Gott, Silas E. ....	Walpole
Gott, William A. ....	Walpole
Grammar, Maud ....	Carbondale
Grater, Mabel ....	Carbondale
Gray, Dora ....	Etna
Green, Ethel M. ....	Norris City
Grove, Bessie ....	Carbondale
Groves, Clifton C. ....	Edwardsville
Guill, R. C. ....	McLeansboro
Hagler, James A. ....	Etherton
Haldaman, Margaret F. ....	Decatur
Hale, Alonzo ....	Pulaski
Hamill, Clara M. ....	Freeburg
Hampton, Althea ....	Carbondale
Harbert, Elmer ....	Morrisonville
Harris, Eliza M. ....	Makanda
Harris, L. N. ....	Fitzgerrell
Harris, Wm. O. ....	New Haven
Harris, W. T. ....	Fitzgerrell
Harrolle, Emma ....	Claremont
Hartline, Willis A. ....	Anna
Hartwell, Andrew D. ....	Marion
Haughawout, John ....	Vandalia
Hawley, Mary A. ....	Levings
Haynie, Mamie ....	Salem
Head, Ado F. ....	Dongola
Henry, Cyril V. ....	Noble
Hermann, Lenora L. ....	Freeburg
Herring, Mary E. ....	Chester
Hester, Edna A. ....	Carbondale
Heston, Mittie ....	Huey
Hickam, Ida ....	Carbondale
Hill, Florence ....	Cartersville
Hill, Mabel ....	Calhoun
Hill, Margaret ....	Murphysboro
Hill, May ....	Carbondale
Hiller, Francis M. ....	Cottage Home
Hiller, John ....	Cottage Home
Hiller, J. A. ....	Enterprise
Hissong, Katherine R. ....	Coulterville
Hitt, Robert L. ....	Tamaroa

NAME.	RESIDENCE.
Hodge, Mary G.....	Carbondale
Hogue, Wm. C.....	Lick Creek
Honey, May.....	Sandusky
Hooker, Olive M.....	Carbondale
Hooker, Zetta.....	Carbondale
Hope, Lillian.....	Cartersville
Houser, Alpha B.....	Ashley
Howe, Carrie E.....	Centralia
Hubbard, Mrs. Fred.....	Carbondale
Hubbard, Myrtle.....	Carbondale
Hudson, Mrs. Ella M.....	Carbondale
Huggins, Gertrude.....	Swanwick
Hutchinson, Ethel.....	Olney
Iles, I. Victor.....	Dudley
Jackson, Artie A.....	Woodlawn
Jakle, Nelle.....	Du Quoin
James, Ora Augustus.....	Salem
Janes, Minnie W.....	Carbondale
Jaynes, Charles A.....	Thebes
Jenkins, Alida C.....	Elkville
Jenkins, Zenas.....	Dongola
Jennings, Thos.....	Walnut Hill
Jenny, Elise.....	Jamestown
Jenny, Ida L.....	Jamestown
Jensen, Anna.....	Shattuc
Jobe, William.....	Metropolis
Johnson, Alva J.....	Sheller
Johnson, Bessie.....	Carbondale
Johnson, Carl.....	De Kalb
Jones, Christopher.....	Murphysboro
Jones, John G.....	Goreville
Jones, Melvin.....	Moscow
Karraker, Orville M.....	Dongola
Keesee, Leota.....	Carbondale
Kell, Charles S.....	Salem
Kell, Clara E.....	Coalgate, Ind. T.
Kell, Esther.....	Coalgate, Ind. T.
Kell, James D.....	Kell
Kell, Lotta.....	Salem
Kelsey, Mary E.....	Du Bois
Kendall, Emma.....	Makanda
Keown, Hettie.....	Carbondale

NAME.	RESIDENCE.
Kershaw, Mary A.....	Harrisburg
Kimbrel, James T.....	Keensburg
Kimmell, Raymond.....	Calhoun
King, Emery.....	Charleston
Kinkade, Nannie B.....	Olney
Kirk, Mary E.....	Carbondale
Krichbaum, James C.....	Calhoun
Krysher, Frank.....	Carbondale
Kurtz, Lillie C.....	Olney
Landreth, Albert.....	Alto Pass
Lane, James H.....	Simpson
Lawrence, Nellie.....	Raum
Layman, Grace M.....	Tamaroa
Layman, Thomas J.....	Benton
Leary, John E.....	Carbondale
Lee, Ardell A.....	Carbondale
Lewis, Emma.....	Carbondale
Lockard, Reola.....	Carbondale
Loudon, John R.....	Carbondale
Lynn, Charles.....	Dongola
Maeys, George.....	Maeystown
Mann, Lulu M.....	Du Quoin
Mannen, Sunie.....	Waltonville
Marberry, John L.....	Reevesville
Marchildon, John W.....	Thebes
Marron, Minnie D.....	Carbondale
Martin, Frank W.....	Canaville
Martin, Kate.....	Ashley
Martin, Rans.....	Eldorado
Martin, Rollo.....	Osage
Marvin, Minnie.....	Carbondale
Mason, George.....	Fairman
Maxwell, Nellie.....	Chester
Maxwell, T. R.....	Oakdale
McCollum, Milo.....	Louisville
McConaghie, Thomas.....	Oakdale
McConaghie, Tillie.....	Oakdale
McConnell, James.....	Oakdale
McCroskey, Elizabeth.....	Lawrenceville
McIntyre, Archie.....	Corinth
McKinney, Henry T.....	Marion
McKinney, James W.....	Marion

NAME.	RESIDENCE.
McKittrick, F. D.....	Fairfield
McKnelly, Jake.....	Hord
McMurphy, Kate.....	Makanda
Mercer, Iva.....	Raccoon
Mertz, Bertie B.....	Carbondale
Meyer, George.....	Kell
Miller, Charles A.....	Makanda
Miller, Ira J.....	Carbondale
Miller, Maggie G.....	Makanda
Miller, Sarah Alice.....	Carbondale
Mojonnier, Lydia.....	Highland
Montgomery, J. F.....	Passport
Montgomery, Thomas H.....	Calhoun
Morgan, LeRoy.....	Carbondale
Morton, Lottie.....	Carbondale
Muench, Lena E.....	Shattuc
Murphy, Gordon.....	Carbondale
Nash, Clara L.....	Jerseyville
Neely, Elizabeth.....	Azotus
Newman, Ida A.....	Thompsonville
Norfleet, Frank.....	Sedan
North, Richard.....	Carterville
Nusbaum, Ethel.....	Jonesboro
Oglesby, Etta L.....	Chicago
Owens, Edward W.....	Villa Ridge
Ozment, Elvis.....	South America
Ozment, Vileta.....	South America
Palmer, Myrtle I.....	Custer Park
Patten, Braden.....	Corinth
Peace, Daniel E.....	Foxville
Perry, Bertha.....	Carterville
Perry, Grace.....	Carbondale
Perry, Rose.....	Carbondale
Peterson, Albert E.....	Stubblefield
Phemister, Dallas.....	Carbondale
Phifer, Cora.....	Murphysboro
Plater, M. Ethel.....	Carbondale
Poland, Winona.....	Olney
Pollock, Clara.....	Carbondale
Pollock, Fred.....	Carbondale
Pope, Ella M.....	Carbondale
Porter, Ada.....	Makanda



NAME.	RESIDENCE.
Porter, Agnes.....	Murphysboro
Powell, Margaretta.....	Collinsville
Presson, William T.....	Makanda
Prickett, Jessie.....	Carbondale
Pruett, Charles F.....	Kinmundy
Pugh, Montfred.....	Tamaroa
Pyatt, Frank A.....	Pyatt
Pyatt, Jennie B.....	Pyatt
Quick, Bertha.....	Huey
Ramsey, Cary W.....	Mount Carmel
Ray, Melissa.....	Carbondale
Raynor, DeWitt.....	Carbondale
Raynor, May C.....	Carbondale
Reagin, Lulu M.....	De Soto
Reef, Augustus.....	Carbondale
Rees, Rollie.....	De Soto
Reeve, Carrie.....	Pomona
Reisinger, Lewis.....	Rice
Rendleman, Norman.....	Makanda
Renfro, Chas. D.....	Carbondale
Robertson, Abbie.....	Carbondale
Roberts, Flora.....	Carbondale
Robinson, Ida.....	Murphysboro
Robinson, Lillian.....	Murphysboro
Robinson, Nellie G.....	Carbondale
Roe, Edith A.....	Carbondale
Rust, Mamie.....	Carbondale
Sager, C. D.....	Claremont
Saul, A. E.....	Red Bud
Saunders, Grace.....	Collinsville
Schmidgall, Fanny.....	De Soto
Schmitt, Lillie.....	Osage
Schwartz, Fanny.....	Elkville
Schwartz, Henry W.....	Carbondale
Sexton, Etta B.....	Joppa
Skinner, Francis L.....	Wolf Creek
Slade, Chas. R.....	Woodlawn
Slimpert, Nina.....	Pinckneyville
Smith, Ada I.....	Carbondale
Smith, I. Belle.....	Irvington
Smith, Flora.....	Sand Ridge
Smith, Joshua J.....	Pomona

NAME.	RESIDENCE.
Smith, Myra.....	De Soto
Smith, Pearl.....	Greenville
Smith, Samuel.....	Sheller
Smith, Thos. B.....	Carbondale
Smock, May L.....	Carbondale
Spear, Maud.....	Carbondale
Spence, Bertha.....	Carbondale
Spencer, Wm. L.....	McLeansboro
Spiller, Bertha T.....	Carbondale
Spiller, Mabel.....	Carbondale
Springer, Edward S.....	Makanda
Stahl, Henry T.....	Dorsey
Stevenson, Grace.....	Salem
Stewart, Josephine.....	Carbondale
Stewart, Nora.....	Carbondale
Stewart, Rhoby.....	Carbondale
Stewart, W. E.....	Carbondale
Stokes, Lillie.....	Ramsey
Stoner, Chas.....	Wetaug
Stotlar, Nora.....	Herrin
Summerville, Edna.....	Irvington
Summerville, Ira.....	Irvington
Swofford, Grace E.....	Benton
Swofford, John.....	Benton
Tanner, Lillian.....	Menard
Taylor, Charles H.....	Carbondale
Teeter, Kate.....	Carbondale
Templeman, Willis.....	Wayne City
Theron, Ethel.....	Carbondala
Thomas, J. Ed.....	Makanda
Thompson, Bertha.....	Carbondale
Thompson, Fred.....	Opdyke
Thompson, Wm.....	Carbondale
Thornton, Nellie.....	Osage
Toler, Sam M.....	Carbondale
Towns, Olive May.....	Cisne
Troy, Harry.....	Carbondale
Troy, Nellie.....	Carbondale
Valentine, Ira.....	Carbondale
Venable, John.....	Pulley's Mill
Valentine, Maurice O.....	New Douglas
Volmer, Louise.....	Carlyle

NAME.	RESIDENCE.
Wagoner, Bertie.....	Carterville
Walker, Chas. ....	Elvira
Walker, Francis M. ....	Carbondale
Walker, Mary B. ....	Waltonville
Walker, Oscar.....	Pulley's Mill
Waller, Lewis.....	Carbondale
Ward, Robert R. ....	Benton
Webkemeyer, Chas. ....	Campbell Hill
Wehrheim, Edward.....	Red Bud
Wellstead, Walter.....	Carbondale
Whipkey, Frank .....	DeSoto
White, Annie M.....	Richview
White, Bliss C.....	Effingham
White, Lottie.....	Carbondale
Wilburn, John R. ....	Grand Tower
Wilkins, Roy.....	Foxville
Williams, Altie F. ....	Carbondale
Williams, Roger.....	Tamaroa
Willis, Francis M.....	Makanda
Wilson, Helen.....	Carbondale
Wilson, S. J. Harry.....	Pinckneyville
Winfrey, Constance.....	Carbondale
Winston, Lafayette.....	Metropolis
Winters, Gertrude.....	DeSoto
Wise, Gilbert.....	Buncombe
Wood, Ira Fletcher.....	Patton
Woods, Mamie .....	Murphysboro
Wyatt, Annie M.....	Cartter
Yelch, Laura.....	Olney
Youngblood, Cora E.....	Prosperity
Youngblood, Laura.....	Carbondale

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### Preparatory.

Allen, John Charles.....	Tamaroa
Allen, John H. ....	Ashley
Baird, Cecile.....	Carbondale
Baird, Jessie.....	Carbondale
Baker, Roscoe .....	Mead
Bandy, Grace .....	Carterville
Barton, Bertha.....	Irvington
Barton, George .....	Irvington

NAME.	RESIDENCE.
Beecher, Henry Ward .....	Makanda
Beggs, Luetta .....	Dongola
Boggs, Victor .....	Kell
Bonham, Welcome H. ....	Carbondale
Bouscher, Hattie .....	Grange Hall
Bowlby, Chas. H. ....	De Soto
Bowyer, Emma L. ....	Carbondale
Bradley, Alvin J. ....	Denmark
Brush, Elizabeth .....	Carbondale
Burlison, Geo. W. ....	Creal Springs
Coleman, Bertha M. ....	Oakville
Crank, Luella .....	Fitzgerald
Crouse, Emma .....	Metropolis
Crow, Magnolia .....	Vergennes
Davis, Bertha W. ....	Carbondale
Davis, Cyrus H. ....	Home
Davis, Jennie .....	Carbondale
Deason, Francis E. ....	Murphysboro
Dever, Charles .....	Metropolis
Dillinger, Harry .....	Carbondale
Doak, Orville Earl ..	Carbondale
Elliston, Anna .....	Waltonville
Etherton, Hannah .....	Carbondale
Etherton, Harmon .....	Carbondale
Etherton, Kate .....	Carbondale
Etherton, W. H. ....	Carbondale
Gain, Omer O. ....	Cartter
Gallegly, Lillie M. ....	Lick Creek
Gallegly, Willie M. ....	Lick Creek
Grant, Elsie .....	Carbondale
Gurley, Malcolm A. ....	Makanda
Hampton, John .....	McLeansboro
Haney, T. J. ....	Murphysboro
Harker, Winifred .....	Carbondale
Hawkins, Dwight .....	Carbondale
Hawkins, Pearl .....	Carbondale
Hester, Edna .....	Carbondale
Hill, Jennie .....	Carbondale
Hobbs, Thos. M. ....	Carbondale
Hollenbeck, Worthy .....	Alto Pass
Hubbard, Bessie .....	Carbondale
Huddleston, Nettie .....	Carbondale

NAME.	RESIDENCE.
Hudson, Henry	Friendship
Keith, Harry	Alto Pass
Kennedy, Mathew W.	Du Quoin
Kirk, Vida G.	Carbondale
Lark, Everard T.	Ruma
Lee, Chester A.	Carbondale
Lightfoot, Anna E.	Carbondale
Lightfoot, Ella	Carbondale
Loudon, Oliver P.	Carbondale
Maeyes, Willie G.	Maeystown
Mead, Oscar D.	Pinckneyville
McMurray, Callie	Carmi
Miller, Effie M.	Carbondale
Mitchell, Edward C.	Carbondale
Naumann, Carrie H.	Carbondale
North, Roscoe C.	Carbondale
Pensteel, Bell	Carbondale
Perkins, Lyman A.	Vergennes
Perry, Harry	Carbondale
Phillips, Grace	Carbondale
Pike, William E.	Marion
Piper, William E.	De Soto
Pope, Sylvia A.	Carbondale
Porter, Nellie	Metropolis
Prim, Sylvania	Carbondale
Putnam, Harry R.	Carbondale
Rendleman, Newton	Makanda
Rendleman, Theodore	Makanda
Rentfro, Joe L.	Ganntown
Rickman, Emma	Carmi
Robinson, Kempie	Metropolis
Schwartz, Chester	Elkville
Smith, Gertrude	Sand Ridge
Smith, Minnie E.	Carbondale
Steel, Francis	La Forge, Mo.
Steel, Howard	La Forge, Mo.
Stotlar, John Y.	Carbondale
Taylor, Clifton L.	Carbondale
Taylor, John A.	Cottage Home
Taylor, Roscoe A.	Carbondale
Teeter, Lillian B.	Carbondale
Thompson, Raymond M.	Carbondale



NAME.	RESIDENCE.
Thornton, Francis.....	Lick Creek
Walker, Fred W.....	Elvira
Weston, Bessie M.....	Carbondale
Whitson, Otis.....	Ava
Wiggins, Clarence.....	Lick Creek
Wilbourn, Walter.....	Olive Branch
Wilkes, Henry C.....	Skull Run, W. Va.
Williams, Nora.....	Carbondale
Wilson, Wm. J.....	Rice
Winfrey, Guy.....	Carbondale
Wiswell, Wilbur.....	Carbondale
Woods, Melissa.....	Murphysboro

### Grammar.

Applegate, Sherman.....	Carbondale
Arnold, Frank.....	Carbondale
Besse, Nellie.....	Carbondale
Bourchier, Clarence.....	Carbondale
Bowyer, Mabel M.....	Carbondale
Branch, Reed Russell.....	Carbondale
Brewer, Jefferson.....	Carbondale
Brush, Alice.....	Carbondale
Bush, Elbert.....	Progress
Bush, Elijah Troy.....	Progress
Clark, Albert A.....	Carbondale
Crawshaw, Rolla.....	Carbondale
Crow, Eleanor.....	Carbondale
Dickerman, Harry.....	Carbondale
Elliott, Andy.....	Blairsville
Elliott, Hattie.....	Carbondale
Elliott, Ralph.....	Carbondale
Etherton, Lulu M.....	Carbondale
Fox, Elbert.....	Carbondale
Fox, Eldo.....	Carbondale
Gist, Paul M.....	Carbondale
Hartman, Fannie.....	Makanda
Hayes, Olive.....	Carbondale
Hays, Herbert A.....	Elkville
House, Lulu G.....	Murphysboro
James, Willie S.....	Carbondale
Jones, Edward.....	Murphysboro

NAME.	RESIDENCE.
Kennedy, Lee O.....	St. Johns
Kirk, Bonnie L.....	Carbondale
Kirk, Donald.....	Carbondale
Kirkham, Robert.....	Carbondale
Lewis, Mabel.....	Carrier Mills
Lewis, Roscoe.....	Carrier Mills
McKinney, John R.....	Carbondale
Mowery, Maude.....	Wetaug
Norton, Mary B.....	Pomona
Painter, Charley.....	Carbondale
Parkinson, Raymond.....	Carbondale
Prickett, Hattie M.....	Carbondale
Putnam, May F.....	Carbondale
Rendleman, Lee Edd.....	Makanda
Rhine, Ralph.....	Rice
Roberts, Ollie.....	Etherton
Shepard, A. B.....	Thompsonville
Smith, Clyde.....	Carbondale
Spear, Laura E.....	Carbondale
Taylor, Charles H.....	Carbondale
Teeter, Robert W.....	Carbondale
Thomas, Charles C.....	Carbondale
Thompson, T. Albert.....	Carbondale
Troy, Willie.....	Carbondale
Turner, Riley Lee.....	Carbondale
Valentine, Kenyon.....	Carbondale
Willis, Edward A.....	Makanda
Willson, Morris.....	Carbondale
Wood, Orion L.....	Carterville

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### Intermediate.

Allen, Lucy.....	Carbondale
Besse, Charle.....	"
Branch, Herbert.....	"
Brown, Calvin.....	Ina
Brandon, Grace.....	Carbondale
Bush, Ernest.....	"
Davis, Elizabeth.....	"
Davis, George.....	"
Dickerman, Mildred.....	"

NAME.	RESIDENCE.
Dickerman, Percey .....	Carbondale
Doak, Ralph .....	"
Edmonds, Rolla .....	"
Etherton, Everett .....	"
Etherton, Irvy .....	"
Etherton, Leona .....	"
Etherton, Minnie .....	"
Etherton, Ruby .....	"
Etherton, Winona .....	"
Elliott, Alma .....	"
Evans, Edward .....	"
Evans, John .....	"
Gentry, John .....	Mead
Gentry, Herman .....	Mead
Hamilton, Newton .....	Carbondale
Hampton, Ivanhoe .....	"
Hester, Herbert .....	"
Hopkins, David .....	Makanda
McKinney, Edna .....	Carbondale
McMichaels, Kittie .....	"
Metz, Lynn .....	"
Mitchell, John .....	"
Neber, Ernest .....	Makanda
North, Edgar .....	Carbondale
Parkhill, Elliott .....	"
Plater, Everett .....	"
Putnam, Grace .....	"
Reeves, Ethel .....	"
Renfro, Daisy .....	"
Searing, Helen .....	"
Smith, Dean .....	"
Snider, Joe .....	"
Spear, Harry .....	"
Storm, Grace .....	"
Thetford, Bertha .....	"
Thompson, Mabel .....	"
Thompson, Mary .....	"
Tygett, Roscoe .....	"
Willson, Edith .....	"

**Primary.**

NAME.	RESIDENCE.
Anderson, Nicholas .....	Carbondale
Branch, John .....	"
Comstock, Carrie .....	"
Comstock, Freddie .....	"
Etherton, Myrtle .....	"
Farley, Lois .....	"
Fitzgerald, Ola .....	"
Gilmore, Harry .....	"
Grater, Marie .....	"
Hamilton, Eugene .....	"
Hampton, David .....	"
Hartman, Lucian .....	"
Hay, Manning .....	"
Hooker, Estelle .....	"
Hudson, Willie .....	"
Kelley, Pearl .....	"
Kimmel, James .....	"
Lewis, Fern .....	"
Lewis, Orman .....	"
McRoy, Mamie .....	"
Merrymon, Mildred .....	"
Metz, Ina .....	"
Miller, Connie .....	"
Miller, Minnie .....	"
Miller, Neva .....	"
Muse, Clarence .....	"
Naumann, Willie .....	"
North, Frank .....	"
Ogden, Robt .....	"
Oglesby, George .....	"
Parkinson, Alice .....	"
Rendleman, Myrtle .....	"
Simons, Edith .....	"
Simons, Robert .....	"
Sizemore, Lyle .....	"
Smith, Helen .....	"
Smock, Napoleon .....	"
Spear, Bessie .....	"
Williams, Grace .....	"
Winchester, Dalice .....	"
Woods, Harry .....	"
Woods, Homer .....	"

## GENERAL SUMMARY.

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Post Graduates	8
Graduates	29
Undergraduates	433
Preparatory	104
Grammar	56
Intermediate	48
Primary	42
<b>Total</b>	<b>720</b>
Enrollment in Fall Term	433
Enrollment in Winter Term	487
Enrollment in Spring Term	498
<b>Total</b>	<b>1418</b>
Average by Terms	$472\frac{2}{3}$



## ALUMNI.

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The number of years named indicates the time engaged in teaching or superintending since graduation. Data not definitely determined are all placed in brackets.

The Alumni Association is making special preparation for a general reunion of all graduates of the school in June of 1899, the twenty-fifth anniversary of the institution. All Alumni are most earnestly urged to plan to be present on that occasion. The Board of Trustees and Faculty are arranging to make the Commencement week of '99 the most noted one in the history of the Southern Illinois Normal University; and all graduates are hereby cordially invited to be present and enjoy the renewal of former friendships, and visit their Alma Mater.

[All graduates of the University are requested to send, annually, their address to the Registrar. This should be done as early as April 1.]

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### Officers of Alumni Association.

1897-98.

*President.*—J. M. PARKINSON, Edwardsville.

*Vice President.*—MARY CRAWFORD, Jonesboro.

*Recording Secretary.*—MINNIE J. FRYAR, Carbondale.

*Corresponding Secretary.*—A. L. BLISS, Cobden.

*Treasurer.*—D. M. PARKINSON, Carbondale.

*Historian.*—DELIA CALDWELL, Carbondale.

### Executive Committee.

Mrs. ADA D. CALDWELL, Carbondale.

CHARLES H. BURTON, Edwardsville.

MISS HELEN BRYDEN, Carbondale.

Mrs. MARY OGDEN, Carbondale.

EDWARD LONGBONS, Metropolis.

## CLASS OF 1876.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
1 Brown, John N.....	6	.....	.....
2 Caldwell, Beverly C.	22	President State Normal, ..... Natchitoches, La.	
3 Hawthorn, John C.*		.....	.....
4 Ross, George C.....	6	Dep't of Int'r, Washington, D.C.	
5 Wright, Mary.....	2½	.....	Cobden

## 1877.

6 Barnes, Belle D. A... }		.....	Bloomington
Mrs. H. H. Green.... }		.....	
7 Burton, Arista.....	17	.....	Colorado Springs, Colo.
8 England, James H ..	6	Farmer.....	Carbondale
9 Warder, William H..	3	Lawyer.....	Marion

## 1878.

10 Caldwell, Delia.....	7	Physician.....	Carbondale
11 Courtney, Alva C....	20	Principal.....	Denver, Colo.
12 Evans, Charles E.†*..		.....	.....
13 Hanna, James A.....	6	Merchant, Sulphur Springs, Ga.	
14 Hillman, Orcelia B. }		.....	Salina, Kans.
Mrs. Merrill ..... }	5	.....	
15 Jackson, Sarah E.... }		.....	DuQuoin
Mrs. H. H. Kimmell†.. }		.....	
16 Kennedy, George R..	1	Merchant.....	Murphysboro
17 McAnally, John T....	3	Physician.....	Carbondale
18 McAnally, Mary..... }		.....	Mount Vernon
Mrs. N. H. Moss..... }	10	.....	
19 Pierce, Reuben E ...	1	Minister.....	Epworth
20 Plant, Richmond,†...		.....	St. Louis, Mo.
21 Robinson, Edward H.		Physician .....	Chicago
22 Thompson, David G..	6	Lawyer.....	Golconda

## 1879.

23 Burnett, Andrew C†..		Lawyer.....	Lamar, Mo.
24 Farmer, George H...	14	.....	Vanndale, Ark.
25 McCreery, Ida M.*...	3	.....	.....
26 Phillips, Lyman T...	2	(P'd tuition one year.) Dentist.....	Nashville

## 1880.

27 Bruck, Lauren L....	7	Bookkeeper.....	Chicago
28 Gray, Joseph.....	14	Prin. High School.....	DeKalb
29 Heitman, Louis.....	4	Pharmacist .....	Chester
30 Hull, Charles E.....		Member State Senate.....	Salem
31 Kimmell, Henry A...	6	Farmer.....	Calhoun
32 Mann, Wallace E....	4	Editor.....	Decatur
33 Ogle, Albert B.†.....		Insurance Ag't..	Belleville

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
34 Rentchler, Frank P..		.....	Los Angeles, Cal.
35 Sheppard, Lizzie M..	} 8½	.....	Greeley, Colo.
Mrs. Dr. J. K. Miller..		.....	
36 Warder, Gertrude A..	} 8	.....	Wilmette
Mrs. C. J. Mitchlet..		.....	

## 1881.

37 Burton, Charles H..		Lawyer.....	Edwardsville
38 Hughes, William F..	9	Surveyor.....	Murphysboro
39 Karraker, Henry W..	13	Farmer.....	Dongola
40 Lorenz, John W .....	4	Druggist.....	Evansville, Ind.
41 Marshall, Oscar S..		Fruit Grower.....	Salem
42 Marshall, Thomas S.		Bank Cashier.....	Salem
43 Sowers, Mary A.....	} 8	.....	Carbondale
Mrs. J. C. Scott.....		.....	
44 Ward, Edward I.....	10	Minister.....	London Mills

## 1882.

45 Atkins, Wezette.....	} 2	.....	Murphysboro
Mrs. C. W. Parkinson		.....	
46 Deardorf, Lizzie M..	} 6	.....	Ashland, Kans.
Mrs. DeMess.....		.....	
47 Ennison, Walter J..		Lawyer.....	Boston, Mass.
48 Goodall, Adella B....	} 3	.....	Carbondale
Mrs. Dr. H. C. Mitchell		.....	
49 Krysher, Alice. ....	} 4	.....	Pana
Mrs. W. H. Livingston		.....	
50 Mead, Albert E.....	1	Lawyer.....	Blaine, Wash.
51 Parkinson, Arthur E†		Press Reporter.....	Lebanon
52 Stewart, Henry A.†..		Physician... ..	Chicago
53 Wood, John W.....	15	Principal....	Florenceville, Tex.

## 1883.

54 Alexander, F. M.....	2	Minister. ....	Ottawa, Kans.
55 Bain, William B†...		Merchant.....	Vienna
56 Bryden, Margaret....	} 9	.....	Cobden
Mrs. J. N. Fitch.....		.....	
57 Buckley, Alice M.. .	} 2	.....	Ottawa, Kans.
Mrs. F. M. Alexander		.....	
58 Fager, Daniel B.....	15	Superintendent.....	Salem
59 Houts, Lilly M.....	4	Stenographer.....	Chicago
60 Kimmell, Belle.....	4	.....	Elkville
61 Martin, John.... .	4	Physician.....	Chicago
62 Nave, Della A.....	} 4	.....	Jonesboro
Mrs. P. E. Hileman..		.....	
63 Sprecher, Edgar L..	5	Merchant.....	Guatemala, C.A.

## 1884.

64 Aikman, Fannie A*..	} .....	.....	
Mrs. D. L. Kimmel...		.....	
65 Beesley, Alicia.....	3	.....	Linn

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
66 Buchanan, Clara.....	2	.....	Carbondale
Mrs. H. C. Merrymon }			
67 Buchanan, G. V.....	14	City Supt.....	Sedalia, Mo.
68 Buchanan, Mary. ....	7	.....	Sedalia, Mo.
69 Burket, Anna L.....	2	Commercial Ag't. ....	Chicago
70 Cawthorn, Chris. C..	6	.....	Crab Crchard
71 Duff, May B.*.....	1	.....	.....
72 Gill, Joseph B.†.....		Ex. Lieut. Gov. Ill ,	San Bernardino, Cal.
73 Hendee, Lu Bird.....	7	.....	Fairmount, Neb.
74 Hileman, Philetus E.		Lawyer.....	Jonesboro
75 Jenkins, John H.....	12	Principal Schools.....	Ramsey
76 Lightfoot, Richard T	2	Lawyer.....	Paducah, Ky.
77 Ridenhower, Carrie*.	4	.....	.....
Mrs. J. L. Mount..... }			
78 Thomas, Maud*.....		.....	.....
79 Treat, Charles W....	12	Prof. Nat. Sci., Lawrence Univ.	Appleton, Wis.

1885.

80 Bryden, He'en† .....	12	.....	Carbondale
81 Buckley, Ida M.....	1	.....	Freeport
Mrs. G. W. Warner.. }			
82 Dunaway, Ada L.†... }		.....	Carbondale
Mrs. A. S. Caldwell.. }			
83 Fringer, William R†.	1	Physician.....	Rockford
84 Hull, Gertrude†.....	4	Latin Teacher, High School,	.....
		..... Milwaukee, Wis.	
85 Lacy, Rurie O. ....	1	Physician.....	Lake City, Colo.
86 Lancaster, Tilman A.	3	Lawyer.....	Lexington, Tex.
87 Miller, John E. ....	12	.....	East St. Louis
88 Roberts, Mary A.....	8	.....	Carbondale
Mrs. M. H. Ogden.... }			
89 Thomas Kate .....	4	.....	Vienna
Mrs. D. L. Chapman. }			

1886.

90 Allen, Sarah.....	1	.....	Makanda
Mrs. J. D. Crenshaw. }			
91 Barber, Florence M.. }	2	.....	Chicago
Mrs. Boyd..... }			
92 Brown, Adella A.....	9	(.....)	
Mrs. J. O. Ashenhurst }			
93 Fryar, Minnie J.....	6	Librarian, S.I.N.U...	Carbondale
94 Fulton, Alexander H.	11	Member Board Examination,	.....
		..... Mesa, Ariz.	
95 Hord, Kittie E.....	10	.....	Portland, Oregon
Mrs. C. M. Morgan... }			
97 Hundley, Louella....	8	.....	Prescott, Ariz.
Mrs. J. H. Andrews.. }			

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
97 Kennedy, Maggie.....	4	.....	Mexico City, Mex.
98 Loomis, Carrie I.....	1	.....	Thompsonville
Mrs. M. G. McCreery. }		.....	
99 McAnally, Fannie D. }	1	.....	Salem
Mrs. D. B. Fager..... }		.....	
100 Nichols, Louella. ....	8	.....	Edwardsville
Mrs. J. G. Irvin† .... }		.....	
101 Storment, Edgar L..	10	Prin. High School.....	Streator
102 Williams, Cora.....	2	.....	Pomona, Cal.
Mrs. R. W. Wiley..... }		.....	
1887.			
103 Allen, Robert M.†...		Ry. Pass. Agt. ...	St. Louis, Mo.
104 Blair, Carrie*.....	7	.....	
105 Bryden, Rockwell†...		Postal Clerk.....	Carbondale
106 Campbell, H. M.†....		Clerk.....	Chicago
107 Cleland, Clara B.....	1	.....	Wheeling
Mrs. Strong. .... }		.....	
108 Cleland, May .....	4	Trained Nurse.....	Chicago
109 Cowan, David J.....	8	Lawyer.....	Vienna
110 Glick, Albin Z. ....	2	Agent.....	Carbondale
111 Goodall, Samuel H..	2	Lawyer.....	Marion
112 Harmon, Mark D. .	4	.....	Grayville
113 Hawkins, Cicero R..		States Atty.....	Pinckneyville
114 Hewett, Emma L. ....	3	.....	Hickman, Ky.
Mrs. W. H. Baltzer.. }		.....	
115 Hill, Mary A. ....	5	.....	Streator
Mrs. E. L. Stormant. }		.....	
116 Hundley, Nannie.....	9	.....	Marion
117 Johnston, Lewis E..	1	Lawyer.....	Keysport
118 Kirkpatrick, Jas. H.	7	.....	Custer, Wash.
119 Lawrence, Bertha....	10	.....	Tipton, Iowa
120 McMackin, Edw. G. .	2	Dentist.....	Salem
121 Phillips, Louise E....	2	.....	Chicago
122 Ripley, Charles H..		Lawyer.....	Chicago
123 Scott, Luther T. ....	1	Editor.....	Carbondale
124 Searing, Harry R....		Merchant.....	Carbondale
125 Sebastian, Julia A..	9	.....	St. Louis, Mo.
126 Smith, Seva A.....	}	.....	Denver, Colo.
Mrs. G. S. Hoag..... }		.....	
127 Snyder, Lydia E ....	9	.....	North Evanston
128 Tait, Minnie A.....	}	.....	Chicago
Mrs. C. H. Ripley.... }		.....	
129 Turner, George T....	2	County Judge ...	Vandalia
130 Wham, Steuben D...	8	R.R. Agent .....	Carter
1888.			
131 Baumberger, Louise. }	7	.....	Springfield
Mrs. S. M. Inglis..... }		.....	
132 Briback, Catherine.. }	8	.....	Cairo
Mrs. Hans Johnson.. }		.....	

\*Deceased.

†Paid tuition.



NAME.	YEARS.	OCCUPATION.	ADDRESS.
133 Hall, William H.....	5	Bus. Mngr. Lewis Institute,	Chicago
134 Hickam, Ada.....	4	.....	Beechwood
Mrs. G. W. Wood....			
135 Johnston, Callie.....	1	.....	Carbondale
136 Leary, Mary E.....	10	Deaf and Dumb Institute,	Jacksonville
137 Lindsay, David W. .	9	Student Leland Stanford Univ.	
138 Morgan, Charles M..	1	Bradstr't Ag'cy..	Portland, Ore.
139 Reef, William A.†...	1	Merchant.....	Leadville, Colo.
140 Richards, Kate E.*..	2	.....	
Mrs. W. A. Stewart..			
141 Street, Jasper N.....	10	Supt. City Schools.....	Vandalia
142 Trobaugh, Frank E.*	1	.....	
143 Wham, Maggie.....	10	.....	Deland
1889.			
144 Allyn, Lois A .....	4	.....	Winchendon, Mass.
Mrs. D. L. Mason....			
145 Bridges, Mary E.....	4	.....	Sikeston, Mo.
Mrs. D. L. Malone...			
146 Colyer, Frank H.....	7	Prof. S.I.N.U.....	Carbondale
147 Kinzy, Walter R.....	8	County Supt.....	Tamaroa
148 McMeen, John D.....	8	Prin. of Schools.....	Jonesboro
149 Parkinson, J. M. ....	8	City Supt. Schools..	Edwardsville
150 Parks, Elizabeth ....	6	Training Teacher, S.I.N.U.,	Carbondale
151 Wallis, William ... .	5	Prin. High School....	Charleston
1890.			
152 Bain, John Charles..		Lawyer.....	Chicago
153 Hackney, Kate G ...	3	.....	Waggoner
Mrs. F. O. Rogers....			
154 Hull, Bertha†.....	3	Asst. in Drawing,	Ypsilanti, Mich.
155 Kellar, Kent E.....	3	Lawyer.....	Ava
156 Lansden, Mary G....	8	.....	Hyde Park, Chicago
157 Ramsey, Joseph Eli..	8	County Supt ..	Mt. Carmel
158 Sams, Fountain F....	1	Lawyer .....	Jonesboro
159 Smith, Mabel*.....		.....	
160 Storment, John C....	8	Principal.....	Pomona, Cal.
161 Torrance, Ann Eliza.	7	.....	Salem
162 Van Cleve, Martin T.	7	Supt. Schools.....	Shawneetown
1891.			
163 Alexander, Anna R..	7	.....	Harvey
164 Beman, George W....	1	.....	Chicago
165 Blanchard, Guy.....	1	Merchant.....	Tamaroa
166 Boyd, Frank L.....	7	Supt. of Schools...	Boulder, Colo.
167 Burkett, Grace L....	5	.....	Carbondale
168 Clark, Lulu.....	6	.....	East St. Louis

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
169 Freeman, James A...	7	Supt. of Schools.....	Trenton
170 Hill, Mary E.*. ....	3	.....	.....
171 Holden, Emma.....	3	.....	Carlinville
Mrs. H. A. Ross. ....			
172 Hord, Addie.....	5	.....	Cobden
173 Lawrence, J. H. ....	4	Prof. Park College,	.....
		.....	Parksville, Mo.
174 Loomis, Lydia M.....	3	.....	Cobden
175 Peebles, Lizzie S....	6	.....	Stanford, Mont.
176 Snyder, Arthur J....	7	Superintendent.....	Belvidere
177 Sprecher, Theo. M....	5	.....	Crittendon, Ariz.
178 Steele, Robert E....	1	Physician.....	Lehi, Utah
179 Stern, Lewis. . . . .	7	Supt.....	Fountain City, Wis.
180 Whitney, William†..	2	R.R. Mail Service....	Carbondale

## 1892.

181 Ayer, Phillip S.....	6	Supt.....	Baxter Springs, Kans.
182 Barr, Jessie Gleim....	5	.....	Escanaba, Mich.
183 Bliss, Anson Lee.....	5	Superintendent.....	Cobden
184 Buckley, Elizabeth..	1	.....	Ava
Mrs. O. J. Rude ....			
185 Bundy, Joseph B.....	6	Superintendent .. . .	Nashville
186 Cochran. William P..	3	Editor.....	Marble Falls, Tex.
187 Davis, Mary E.....	1	.....	Belvidere
Mrs. A. J. Snyder....			
188 Emerson, John W ...	6	Superintendent.....	Albion
189 Galbraith, Chas. M..		Asst. Surgeon 4th Regt. Ill. Vol.	
190 Kimmel, E. Lee.....	6	.....	Carmi
191 Kimmel, Ruby I ....	6	.....	East St. Louis
192 Lawrence Blanche ..	5	.....	Carbondale
193 Lindley, Jno. Wm ...	2	Lawyer.....	Sullivan, Ind.
194 Lirely, Wm. H.....	2	Signal Service.....	Indianapolis
195 Morton, Ralph B....	2	Lawyer.....	Carterville
196 Nichols, John B.....	5	Superintendent.....	[Lexington]
197 Patton, Arthur E.†..		Salesman.....	Chicago
198 Peterson, Grant.....	4	.....	Carterville
199 Ragsdale, Joseph S..	5	Superintendent,	.....
		.....	North Judson, Ind.
200 Wallis, Mary .....	1	Hayworth College.....	Fairfield
201 Wham, Agnes G.....	5	.....	Deland
Mrs. James Reed ....			
202 Wham, Dora A.....	2	.....	Pyatt
Mrs. John Pyatt.....			
203 Brown. Robert.....	5	Principal.....	Assumption
204 Clendennen, Geo, E..	5	Principal.....	Illioopolis
205 Curtis, Sarah L.....	5	.....	Charleston
206 Davis, Charles H....	1	Minister.....	Kampsville
207 Glenn, William T....	4	.....	Belleville
208 Henninger, Jennie...	5	.....	Kankakee
209 Hubbard, Mary E....	5	.....	Greenville

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
210 Hubbard, Samuel A..	2	Lawyer.....	Mount Sterling
211 Kell, Omer Adrian...		Physician.....	Salem
212 Lingenfelter, Sarah.	1	Supt. Deaconess Home,	..... Chicago
213 Moore, Jack N.....	4	Principal....	Walnut Ridge, Ark.
214 Renfro, Robert E....		Real Estate and Loan Agent.	..... Carbondale
215 Rude, Otto J.....	5	Principal.....	Ava
216 Songer, Mary E.....	4	.....	Kinmundy
217 Stout, Charles L.*...	1	.....	.....
218 Whittenburg, Sarah.	5	County Supt.....	Vienna
219 Woodson, Myrtle F..	4	.....	Cairo

## 1894.

220 Applegath, John L...	4	Principal.....	Dongola
221 Applegath, May A...	4	.....	Carbondale
222 Chandler Larkin C..	4	Music Teacher.....	Litchfield
223 Burge, Lloyd E.....	3	.....	Centralia
224 Cochran, Maud O....		Music Teacher....	Chicago
225 Dougherty, Andrew J.		.....	Regular Army
226 Ellis, Jacob T.....	4	Superintendent. ....	Greenville
227 Felts, William Troy.	4	Principal High Schools,	..... Mount Vernon
228 Hodge, Jennie.....	2	.....	Mount Vernon
Mrs. W. T. Fe ts.....			
229 Jenkins, Harriet E...	3	.....	Elkville
230 Jay, Norman A. ....	4	Principal.....	Sandoval
231 Kell, Iva Lucy.....	3	.....	Foxville
232 Kell, Lincoln S.....		Farmer.....	Salem
233 Lakin, Edwin F.....		.....	Rochester
234 Longbons, Edward...	4	Superintendent ....	Metropolis
235 Mohlenbrock, Eric*..	1	.....	.....
236 Ogle, Howard J.†....		.....	Cornell University
237 Phillips, Myrtle K....	}	.....	Tempe, Ariz.
Mrs. H. Z. Zuck.....			
238 Pugh, Charles H.....	4	.....	Colorado
239 Ramsey, Estelle.....	2	.....	Oskaloosa
240 Smith, Edgar A.‡. ...		Medical Student.....	Chicago
241 Williams, Arthur E..	3	.....	Mt. Vernon

## 1895.

242 Anderson, Margaret.	3	.....	Flora
243 Baker, Rhoda May†.	2	.....	Cottage Home
244 Barton, Josie M.....	2	.....	Carbondale
245 Baughman, Ola.....	}	.....	Flora
Mrs. G. H. Bainum...			
246 Bennett, Francis W†	2	.....	Cairo
247 Davidson, Mary.....	}	.....	Greenville
Mrs. J. T. Taylor....			
248 Ferrill, Minnie .....	3	.....	Carterville

\*Deceased.

†Paid tuition.

‡High School.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
249 Ferrill, Nora.....	1	.....	Carterville
250 Haney, Thomas J....	2	Principal.....	Atwood
251 Jones, David Oscar..	3	.....	De Soto
252 Kell, Albert Baker...	1	.....	Carter
253 Lee, Homer Dalton..	3	Principal.....	Carbondale
254 Nichols, Cora E.....	} 1	.....	Makanda
Mrs. D. O. Jones.....		.....	
255 Patterson, John E...	3	.....	Edwardsville
256 Roane, Emma H.....	3	.....	Geneseo
257 Snider, Fred M.....		Merchant... ..	Carbondale
258 Sowell, Myrtle I....	2	.....	Paducah, Ky.
259 Williams, Chas J½...		Clerk.....	Carbondale
260 Yourex, Mabel Clare	3	Principal.....	Calumet, Mich.

## 1896.

261 Boomer, Cincinnatus	2	.....	Buncombe
262 Crane, Ezra.....	2	.....	New Burnsidess
263 Cundiff, Viola V....	2	.....	Cairo
264 Edman, Mate.....	2	.....	Charleston
265 Etherton, Guy E... .		Minister.....	Nebraska
266 Flint, Minnie Ruth..	1	.....	Belleville
267 Gilbert, John Philo..	1	Superintendent...	McLeansboro
268 Harker, Oliver A.½...		Student Univ. of Ill.,	Champaign
269 Hobbs, Matilda J....	} 2	.....	Carbondale
Mrs. Fred M. Snider..		.....	
270 Karraker, Ira O.....	2	Superintendent....	Marion
271 McCormick, George..		.....	Farmington
272 McGahey, Leah C... .	2	.....	Arthur
273 Perrot, Richard H... .	1	Editor.....	Nashville
274 Peters, Mabel K.....	2	.....	Escanaba, Mich.
275 Roberts, George L½...		.....	Corinth
276 Robinson, Samuel T..	2	Superintendent .....	Benton
277 Royal, Stella Ethel..	1	.....	Villa Ridge
278 Spiller, Adelbert L..		.....	Carbondale
279 Taylor, Oscar T.....		Traveling Salesman...	St. Louis
280 Thompson, Bessie M..		.....	Carbondale
281 Thompson, Ralph½...		Student Univ. Ill....	Champaign
282 Truscott, Laura M....	1	Post Graduate Student, S.I.N.U.	
283 Wham, George D....	2	Principal High School....	Olney

## 1897.

284 Amon, Bertram.....	1	.....	Craneville
285 Barter, Rachel Jane..	1	.....	South America
286 Berkey, Helen Lucile	1	.....	Murphysboro
287 Boulden, Hattie Anna	1	.....	Rison, Ark.
288 Bridges, Abbie L....	1	.....	Carbondale
289 Bridges, Ella L.....	1	.....	Carbondale
290 Bridges, Rolland E..		Bookkeeper.....	Chicago
291 Burkhart, Carl.....		Merchant.....	Marion
292 Clements, Louis½....	1	.....	Carbondale

NAME.	YEARS.	OCCUPATION.	ADDRESS.
293 Crawford, Mary §....	1	.....	Jonesboro
294 Cross, Arthur G.....	1	.....	Metropolis
295 Etherton, William A.	1	.....	Carterville
296 Hayes, May Keeney.		.....	Carbondale
297 Kirk, Jay T.....	1	.....	Eureka
298 Kissinger, Uriah.....	1	.....	Elkhart
299 Marberry, William T.	1	Principal.....	Belknap
300 McAnally, Jesse F§..	1	Student O. W. U....	Delaware, O.
301 McKown, Jas. Edgar..	1	.....	Paxton
302 Parkinson, David M..		Mngr. Tel. Exch....	Carbondale
303 Peters, Helen N.....		Student, Washington University,	St. Louis
304 Phillips, Lucy Haven		.....	Tempe, Ariz.
305 Pickrell, Per. ....	1	.....	El Paso
306 Reef, Edmund W....		.....	Carbondale
307 Roberts, Arthur.....	1	Superintendent.....	Golconda
308 Roe, Nellie Bell. . .	1	.....	Damon
309 Stewart, Ellen.....	1	.....	Elko
310 Weller, Nellie.....	1	.....	Murphysboro
311 White, Maud.....	1	.....	Carbondale
312 Woods, William H...		.....	Carbondale

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§High School.



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